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ABSTRACT

This report contains the papers presented at the conference, which was held to discuss the "Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education," developed at a conference sponsored by the Center for Applied Linguistics in August 1974; the discussants' responses to each paper; and the reports of the three working groups formed at the conference. The papers are: (1) "Language Proficiency and Linguistics," by George M. Blanco; (2) "Culture," by Anita Pfeiffer; (3) "Instructional Methods and Supervised Teaching," by Carmen Ana Perez; (4) "Curriculum Utilization and Adaptation: Assessment," by Albar A. Pena; (5) "School-Community Relations," by Rosa G. Inclan; and (6) "Bilingual Education: An International Perspective," by E. Glyn Lewis. The reports of the three working groups deal with: (1) implementation of the guidelines for pre-service training; (2) adaptation of the guidelines for in-service programs; and (3) evaluating teacher competencies. Appendix A provides a copy of the guidelines. Appendix B consists of the conference agenda, and Appendix C lists the participants. (CLK)

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ED115118

SECOND NATIONAL CONFERENCE OF EPDA BILINGUAL EDUCATION PROJECT DIRECTORS

Preparation and Certification of Teachers of Bilingual-Bicultural Education

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Albuquerque, New Mexico
February 13 - 15, 1975

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September 1975

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Center for Applied Linguistics
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September 1975

SECOND NATIONAL CONFERENCE OF EPDA BILINGUAL EDUCATION PROJECT DIRECTORS
PREPARATION AND CERTIFICATION OF TEACHERS OF
BILINGUAL-BICULTURAL EDUCATION

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INTRODUCTION

The Second National Conference of EPDA Bilingual Education Project Directors, held February 13-15, 1975, in Albuquerque, New Mexico, was organized by the Center for Applied Linguistics (CAL) and funded by the U.S. Office of Education through an Education Professions Development Act grant (OEG-0-74-8565) to the University of Texas at Austin.

Directors and representatives of EPDA Bilingual Education Projects met with a number of State directors of bilingual education, deans of colleges of education, and other educators, scholars, and government officials, to discuss the Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education which were developed at a conference sponsored by CAL in August 1974, also funded under USOE grant OEG-0-74-8565.

The meeting was opened by Governor Jerry Apodaca of New Mexico. George Blanco, Rosa Inclán, Albar Peña, Carmen Pérez, and Anita Pfeiffer, who participated in the August conference, presented papers explaining the Guidelines and the rationale behind them, and discussants commented on the presentations. Following discussion of each paper, the meeting broke into three working groups to develop recommendations for:

(1) Implementation of the Guidelines for pre-service training
(2) Adaptation of the Guidelines for in-service training
(3) Evaluation of competencies

Also speaking at the meeting were Dr. Wallace Lambert, Professor of Psychology, McGill University, and Dr. Glynn Lewis of Wales, Visiting Research Scholar in Bilingual Education, University of New Mexico. Dr. John Molina, Director of Bilingual Education, U.S. Office of Education, discussed informally the new guidelines for Title VII.

Dr. Rudolph C. Troike, Director of the Center for Applied Linguistics, chaired the conference, and the late Dr. Dolores Gonzalez, Director of the EPDA Bilingual Education Project at the University of New Mexico, assisted by Margaret Fernández, was in charge of local arrangements. Diana Riehl of the CAL staff coordinated arrangements for the meeting.

We would like to take this opportunity to express our appreciation to Dean David Darling for providing conference facilities in the University of New Mexico's College of Education, to Assistant Dean Paul Resta for coordinating arrangements, and to the staff and students of the University's Bilingual-Bicultural Programs for their generous assistance throughout the Conference.

This report contains the papers presented on the Guidelines, the discussants' responses, with the exception of those by Paul Platero which were not received in time for inclusion, and the remarks by Glynn Lewis. Wallace Lambert's presentation was based on his paper "Cultural Language as Factors in Learning and Education", which appears in the Fifth Western Symposium on Learning: Cultural Factors in Learning and Education, published by the Psychology Department, Western Washington State College in February 1974. The Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education are appended.

This report is dedicated to the late Dr. Dolores Gonzalez of the University of New Mexico in tribute to her outstanding contributions to the field of bilingual education.

SECOND NATIONAL CONFERENCE

OF

EPDA BILINGUAL EDUCATION PROJECT DIRECTORS

WELCOME

Chairman
Rudolph C. Troike
Director, Center for Applied Linguistics

On behalf of the Center, I want to welcome all of you to this Second National Conference of EPDA Bilingual Education Project Directors, which is focusing on the Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education. The Guidelines were developed at a conference sponsored by the Center for Applied Linguistics, August 5 - 6, 1974, under a grant from the U.S. Office of Education (Title V, EPDA). We are very honored this morning to have with us a distinguished guest to speak to us whom Dr. Ferrel Heady, the President of the University of New Mexico, will introduce.

OPENING REMARKS

The Honorable Jerry Apodaca, Governor of New Mexico

Introduced by

Ferrel Heady, President, University of New Mexico

FERREL HEADY: Thank you, Mr. Troike. Ladies and gentlemen, I am indeed very pleased to be asked to come to welcome all of you on behalf of the University of New Mexico to this conference and to introduce our distinguished guest, who is going to open the conference for us. I am sure that all of you who are from New Mexico or nearby are already familiar with Governor Apodaca's background, but since this is a national gathering, I want to say just a few words about him. His home is in Las Cruces, New Mexico, and we do consent to mention that name occasionally, Governor, even though it is the site of New Mexico State University. I am particularly willing to do that because the Governor is an alumnus of the University of New Mexico. He also, following graduation from the University, was a teacher for a number of years in secondary schools in the Albuquerque area before he returned to Las Cruces where he has been engaged in insurance and related business activities for a number of years. He also served for a few years as a member of the Senate of the State of New Mexico and engaged in numerous other civic activities in addition to his business interests. He was nominated by the Democratic Party for Governor of the State last year, and was elected in November and inaugurated in January. So obviously he has come to this meeting at a very busy time for him, early in his term and with the State Legislature in session. He is known and recognized as a friend of education at all levels; and I think he is demonstrating that fact by his presence here and indicating his particular interest in bilingual-bicultural education which is the topic of this gathering. So, I am extremely pleased and honored to present to you the Honorable Jerry Apodaca, Governor of the State of New Mexico.

GOVERNOR APODACA: Dr. Heady was completely correct when he said that my interest in education has always been of a high degree for a number of reasons. Number one, of course, is that as a former teacher I had some

first-hand experience with the role of the teacher, the problems of the educator, and the problems of young students. As a parent of five children, I have also had experience with what education is really all about and what the opportunities can bring to young children. And, in addition, for a number of years while in the State Senate, I was Chairman of the School Study Committee which exposed me to a number of problem areas. I think that my own experience has probably made me extremely sensitive and extremely concerned about the whole future of bilingual-bicultural education. When I went to school, it was a bilingual system. I did not speak English very well so they put me in pre-first. If you talked Spanish out on the playground, you were punished.

So, the concept of bilingual education goes back a few years, but the new approach is something we can all appreciate. I have seen this program develop for a number of years and I had a great deal of interest in it. About six or seven years ago, I visited a fourth grade classroom in Las Cruces where the young children had been going through the process for two - three years. I was fascinated with the accomplishments of these young students and I was even more fascinated with the commitment and the dedication of the teachers. That is when I began to recognize that we are now going into a new area of education, an area that has been too long ignored. You know, one of the things that makes it possible for people to communicate with each other is a very common ability to talk. When a young child enters a school system with some sort of limitation, you have to recognize very early that that young boy or girl is unable to start with the same advantages of some of his counterparts. Many of us who are now in public office recognize this and we are doing all we can to try to develop, promote and improve the whole area of bilingual-bicultural education. It is very common to interpret things as you know them. When I used to think of bilingual education, I immediately thought of a young student learning in English and in Spanish, because that is what applied obviously to my environment. Then as I began to travel into some of the areas where our Navajo children live, I began to realize the real value of this whole program. As I see many of you here today, representing other parts of the country, I am sure the whole concept of

bilingual education and bicultural education is quite different in other areas. But, I can well surmise that regardless of where you come from, regardless of the ethnic backgrounds of the students, regardless of the language barriers that they might experience, the one conclusion we have all reached is that the whole concept of bicultural education is something that must continue, because finally, once and for all, some of our young people who have never had the opportunities that other young people have had can begin to see doors that are open. I have met with bilingual education teachers in years past and I've seen the frustration that many have experienced in trying to have the program accepted by the community outside of your own profession. It hasn't been easy and the battle isn't over. The only way that total acceptance will ever come to pass is for those of you in the field to have the dedication and the commitment that it takes to carry this project forward. I have seen tremendous improvement in New Mexico in the last two years, largely because of people like Dolores Gonzalez and many others who have been so active in this program. There is better acceptance now than there was eight years ago or even four years ago. Parents of young students are finally beginning to understand that it is to the advantage of the young child to be taught in his basic language plus English. But it has been a great struggle in itself to reach the parents of the children receiving this service. I know that it is difficult and I know that it is frustrating to those of you who would like to see things change from one day to the next. When I first worked for the Senate in 1967, I went there with the idea that in one session I was going to change the world. I soon recognized that anything worthwhile has tremendous resistance. And change does not happen in one year, or two years, or three; it takes a cycle. I have found that true especially in the field of education where people's attitudes seem to be rather traditional, where the walls of tradition are very hard to tumble, and changes are even slower. I guess the message I would like to leave with you before I return to Santa Fe this morning is that, in your conflicts and your deliberations, remember that the task ahead of you is not an easy one. Remember that there are people outside the field of

bilingual-bicultural education who have reservations about what you are doing. Remember that there are people in the field of education who question the value of your approach. And the way that you gain recognition is by proving the program a success. By being able to point to young students who have been the recipients of these efforts, and say, "These are the products of bilingual-bicultural education." Only now are they beginning to surface. Only now are the real accomplishments of some of these young students beginning to be apparent to the community outside. I think you have to be, in 1975, even more dedicated than you have ever been. The competition for the dollar is becoming extremely serious. The competition among priorities in the field of education is becoming extremely sensitive. And you and the profession have got to make sure that your elected officials at all levels, be they legislators, governors, or whatever, recognize the needs of your program; that they recognize the benefits to these young people; that they realize that this is a program that must survive and improve if we are truly going to be able to provide quality education for all of our young people. So, again, my compliments to you, many of whom have traveled from other states to participate in this conference, and a warm welcome to New Mexico.

Conference on Implementation of
Guidelines for the Preparation and Certification
of Teachers of Bilingual-Bicultural Programs:
Language Proficiency and Linguistics

George M. Blanco
The University of Texas at Austin
February 13, 1975

The question of language proficiency is central to the concept of bilingual education, both on the part of the instructor and the learner. Indeed, the importance of language proficiency is so critical that the success of a bilingual program depends to a very large extent on the ability of the teachers to have a satisfactory control of the two target languages of the program. The conference participants who formulated the Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education placed language proficiency as the first of its seven suggested components:

> The teacher should demonstrate the ability to:
>
> 1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.
>
> 2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.[1]

My remarks in this paper apply to the target languages of bilingual programs in general. To couch my statements within a specific and concrete framework, I will focus on the Spanish language.

To those not familiar with the nature of language or of bilingualism, the stress on language proficiency in the teacher-preparation program may appear to be too strong and perhaps superfluous. Isn't Spanish spoken all over the Southwest and other parts of the United States? Didn't Miss García, the first-grade teacher, speak only Spanish until she entered school for the first time? Doesn't bilingual education revolve precisely around children who have an inadequate control of English? If so many

people in the Southwest speak Spanish, including many of the teaching personnel already in the classroom, just what is the problem? On the other side of the argument, we find the classroom teachers who suddenly feel themselves threatened by having to teach in their mother tongue for the first time. The vocabulary in the textbooks contains so many unfamiliar items and variants that the instructor is often at a loss without frequently consulting the dictionary. Teachers complain that they often come to a deadend when they are trying to explain a concept which requires specialized vocabulary. To compound the problem, the teachers' frustration about their command of the oral language is often reflected in their spelling. In the case of Spanish, it is not uncommon to find such mistakes as veces written with a z, haller with a y, and comienzo with an s. The use of the written accent still mystifies many teachers. The situation seems to be paradoxical: On the one hand, Spanish is spoken throughout the Southwest and other parts of the U.S. and on the other, teachers who are native speakers of this language complain that teaching in Spanish is burdensome and difficult.

The paradox is not difficult to explain when one considers the role of Spanish and other non-English languages in the U.S. Up to the time when bilingual education programs were implemented in the 60's, Spanish was reserved for use in the home and for communication among friends. Not only was Spanish not used at school, it was banned by law in several states as a viable or legal system of communication and instruction in the school. Thus, psychologically Spanish was relegated to an inferior position and linguistically it reflected the environment of which it was a part. In the home and with friends one usually talked about things which concerned either the immediate environment or particular interests. One usually did not talk about mathematical concepts or scientific experiments except to discuss the cost of living or to determine why the potted plants weren't doing well. At school, however, one studied in English all of the required subjects and thus one was exposed to the vocabulary and expressions which are required by each discipline.

Furthermore, mass media, to a large extent, utilized English. The end result was a type of diglossia which fostered the use of English to meet most of one's needs outside of the home and Spanish for use within the immediate invironment of the home. Halliday states that even persons who have learned two languages since childhood rarely perform all language activities in both and that some specialization takes place.[2]

In the case of the Mexican American, this specialization often makes itself manifest in causing him to become acquainted with certain words, expressions and terminology in one language, but not in the other. Labels for objects and persons associated with the school, therefore, are often known only in English or are adapted to Spanish phonology and grammar: The principal becomes la principal, the nurse becomes la norsa, to sharpen a pencil becomes charpiar el pencil, etc. The whole point of this is to show why it is not always possible to assume that a bilingual individual is equally proficient in both languages.

A bilingual who has become a teacher usually has been educated entirely in English, except for a few foreign language courses which were taken along the way. It is only natural, therefore, that the great majority of these teachers would have a far greater command of English in terms of oral proficiency in technical vocabulary and in terms of reading and writing. It is not possible to assume that these individuals can automatically move into an environment where they are expected to function in the home language as if they had had all, or even part, of their education through this medium. The bilingual who is equally proficient in both languages, in all four language skills, and in dealing with an endless variety of topics is usually the rare exception rather than the rule. The crux of the problem consists of converting what has until recent years been essentially a home language with a rather limited use and scope to one which is not only accepted in the school, but which is also used as the medium of instruction and communication for large segments of the instructional program. That is the problem; now what do we do about it?

Since the focus of this conference is the preparation and certification of teachers, it is fitting that we first look at the role of the teacher-preparation institution. At the Inter-American Conference on Bilingual Education held in Mexico City in November, 1974, I proposed four major components of a teacher-training program in bilingual education: 1) the development of attitudes, 2) the development of skills, 3) the acquisition of knowledge, 4) the application of these in classroom settings.[3] In terms of increasing the student teachers' language proficiency, these four components play an important role. To begin with, if we accept the premise that all languages and their dialects are valid systems of communication for their respective linguistic communities, the teacher-training institution has the obligation of accepting and recognizing the student teacher's home language.

Psychologically, recognition of the home language goes far in creating an atmosphere that is conducive to learning. In our education classes and other education circles, we often hear the educational maxim about taking the child where he is. Shouldn't this principle also apply to any student regardless of age? How often do we hear reports about native speakers of Spanish failing courses or at best coming out second to non-native speakers of this language? From a psychological stand point, a teacher-preparation program must provide native speakers with the necessary experiences to expand their command of the mother tongue by basing the language component of the instructional program on what they already know. Within the Spanish department, for example, special beginning courses for native speakers are a necessity. These courses should be based on the idea that the students already understand and speak the language, but that they may have never enrolled in a formal course. The course should pay particular attention to increasing the students' ability to express themselves orally on a wide range of topics and to practice the writing skills, again on a wide variety of subjects. Exercises on grammatical analysis and the learning of grammatical terminology should be kept to a minimum, since the intent of the

course should be on showing the student how much, not how little, Spanish they already know. By taking this approach, the teacher-training institution is in a far better position of expanding the student teacher's command of Spanish, than if a negative and superior attitude were assumed. This should be at least a full-year course and should be planned in conjunction with the education professors to ensure including the type of vocabulary that is needed in the bilingual classroom. The instructor should be an individual who is well acquainted with the dialect of the students; he should be knowledgeable in the areas of second-dialect teaching; and he should be supportive of the bilingual education effort in the public schools.

The task of expanding the future teacher's command of the mother tongue, however, not only concerns the foreign language department of a university. More important is the opportunity to be exposed to this language as much as possible in environments similar to those in which the student teacher will eventually work. Thus, the department of education also has the obligation of providing the teacher candidates with ample opportunities to increase their language proficiency. The central problem here is that most of the student teachers have never had the opportunity of using the home language in an academic setting. Yet, this is precisely what they will be asked to do when they become certified bilingual teachers. If the future bilingual education teachers are not provided with ample opportunity to increase their knowledge of the home language and with the experience of using it in actual communication, the cause of bilingual education will be poorly served. The same situation of foreign language teachers fifteen years ago who could intellectualize about the complexities of the target grammar, but were not proficient in the spoken idiom,will be perpetuated.

In the preparation of bilingual education teachers, the department of education should be ready to provide both theoretical and applied course work taught in the non-English language. This would include courses such as philosophy of bilingual education, methods courses in the teaching of the home language, and courses in the

teaching of various subject content areas, such as arithmetic, science, social studies, etc. The obvious problem here is staffing.

Bilingual education is still a relatively new concept and specialists in this area with experience, language proficiency and the academic credentials are rare. The universities are also suffering from the same problem that afflicts the local schools, namely that the teaching personnel in the department of education is not as proficient in the home language as in English. Several solutions to this problem come to mind. The most obvious solution is to hire university personnel proficient in the home language. The number of Mexican American Ph.D.'s, for example, is ever increasing. Although Mexican American and Spanish-language proficiency are not synonymous, chances are that Mexican Americans will speak Spanish to a high degree. In addition, it is not uncommon to find Anglos who are proficient in Spanish. Barring this solution, the university can seek outside help.

With some exceptions, teacher-training programs tend to be self-contained. Except for student teaching, which is conducted in cooperation with local schools, the professional education courses are taught by university personnel. A cooperative venture which would allow select local school personnel with experience in bilingual education to be brought in to assist in the training of bilingual teachers is a possible solution. The courses would still be under the aegis of the university, but would have the benefit of local school personnel who are experienced in bilingual education and who are proficient in the home language. Another possible solution is to initiate a developmental program by hiring individuals who are proficient in the two languages, but who are completing work on advanced degrees. The university personnel will also have to assume the responsibility of constantly increasing their own proficiency in the non-English language, just as local-school teachers are being required to do.

Although we are discussing language proficiency mainly in terms of the teacher-preparation program, the effort of converting a home language into one which has a

much wider scope, use and acceptability goes beyond the limits of the university. The notion that native speakers of Spanish, for example, should feel good and at ease in communicating in this language when dealing with a variety of topics concerns not only the teacher-preparation institutions, but also local schools, professional organizations, producers of teaching materials and,above all, the individual himself.

It is ironic that while teachers express feelings of frustration concerning their limited proficiency in Spanish that few inservice programs for teachers concern themselves with increasing the command of their mother tongue. Although not too much information on this topic is available, the following information on inservice programs for bilingual education teachers was obtained from ERIC:

4 programs had inservice on reading skills
6 programs has inservice on reading diagnosis
3 programs had inservice on English oral development for the student
1 program had inservice on teaching Spanish to Spanish speakers
4 programs had inservice on ESL
2 programs had inservice on classroom arrangement

Other topics include: Parental involvement, interaction analysis, lesson planning, roles of teachers and staff, use of audio-visual equipment, etc.[5] Granted, all of these topics are of concern to the bilingual program, but why is it that language development for the bilingual teachers is not even a part of these programs? With adequate preparation and research, many of these topics could be presented first partially in the non-English language. Then at later sessions when both the presenters and teachers feel more comfortable, there would be a conscientious effort on everyone's part to use only this language. In the case of large school systems where several languages are represented in the bilngual program, inservice meetings could be structured to include general sessions in English and sectional meetings in the various languages involved. Consultants who are proficient in Spanish, such as college or high school Spanish teachers or parents could assist in the effort of promoting the use of Spanish among the teachers.

In the same vein as inservice programs sponsored by local schools, professional organizations must assist in the effort of preparing teachers in the use of the various target languages. This is particularly true in those areas of the Southwest and other parts of the U.S. with heavy concentrations of Spanish-speaking teachers. It is surprising to attend meetings where everyone is a native speaker of Spanish and practically all of the proceedings are conducted in English with a few words and expressions thrown in now and then. This criticism is not to be misinterpreted to mean that no professional bilingual education meetings are conducted in the target languages. However, these are still so few in number that a strong effort on the part of the entire profession is in order to increase the opportunities for bilingual personnel to use both languages./ In fact, this paper should have been presented in Spanish, but with the linguistic diversity represented among the participants, the idea was not feasible.

The effort of increasing the teachers' command of the home language also concerns the producers of materials. For example, in most cases Spanish is relegated to an inferior position by using this language only for those sections which concern the students. Textbook manuals and other instructions for the teacher are usually written in English. By preparing the manuals and instructions for the teacher in Spanish, the publishers would be exposing the teachers to a great deal of technical vocabulary necessary in their work.

In the final analysis much of the responsibility for language expansion falls upon the individual himself. It is up to each teacher and each student teacher to place himself in situations where the non-English language is used as a medium of communication. A concerted effort could be made to expose oneself to mass media in Spanish, for example: Instead of listening to Walter Cronkite or Harry Reasoner, why not get the latest local and world news from Héctor Rodríguez Lerma[6] or some other Spanish-speaking newscaster? If Spanish-language broadcasting is not available, one can subscribe to newspapers and magazines.

It is an interesting phenomenon to me to observe teachers in the classroom who are presenting a lesson in Spanish: Once the lesson is over and "real communication" begins, such as when a child asks to go to the restroom, both the student and the teacher revert to English. The same occurs when teachers get together between classes -- a predominance of English is often heard. The point here is simply to remind all teachers to make as much use of the home language as possible. We are trying to make up for all the years when this language was never heard in school and to do this a conscientious and concerted effort is necessary on everyone's part. The attitude that the entire profession should foster is one that encourages teachers to forget their inhibitions and fears about using the home language in a professional setting. Those who are not as proficient in the non-English language as they would like to be must simply assume a less inhibited attitude about using the home language in new and unfamiliar territories. Those who are more proficient in the home language cannot assume a superior attitude about this skill.

Let us now look at the field of linguistics and some of its implications for the preparation of bilingual education teachers. If the teacher-preparation program has taken a positive attitude toward the language of the student-teachers, then hopefully this attitude will, in turn, influence the future teachers' attitude toward their students. In my experience, I have often found many teachers at two extreme positions regarding their views about language correctness: On the one hand, there are teachers with the traditional views about a single standard in language--usually represented by what is found in the textbook. On the other end of the continuum, there are the teachers who support the view that anything the child says is correct for any occasion or place. Another problem arises when teachers are confronted with materials for use with children from other parts of the Hispanic world. Teachers in the Southwest often complain about the unfamiliar vocabulary and ask questions like, "Is it correct to say colmado for tienda; china for naranja; ¿Adónde tú vas? for ¿Adónde vas tú?" Or we find teachers asking,

"What is the correct word for 'kite' or 'turkey'?" To assist the teacher to deal with these and other linguistic issues, the teacher-preparation program should include information regarding the nature of language.

The program should include not only the informational aspects which are the usual fare offered in linguistics courses, but also the opportunity to apply the information to real classroom situations. Again, as in the case of language proficiency and its place in the teacher-preparation program, the role of linguistics concerns not only the foreign language or linguistics department, but the department of education as well. There is no reason why the department of education should not assume an active role in the area of linguistics to reinforce or apply to classroom settings the concepts presented by other departments or disciplines. I would propose including the following topics concerning the nature of language:

1. Languages change or vary chronologically, geographically and socially. In regard to the teacher-preparation program the geographical and social dimensions of language change should receive primary focus. Teachers need to understand that languages naturally vary and that this is particularly true of languages with large numbers of speakers, such as English or Spanish. This point might be exemplified by using the linguistic variation of English spoken in this country. Certainly, most people have had occasion to come in contact, either personally or through television or movies, with individuals from the four corners of the United States. It is easily observable that most native New Yorkers do not speak the same as natives of Austin, Texas or natives of Atlanta, Georgia or of Albuquerque, New Mexico. If the English language enjoys this diversity, is it any wonder that the Spanish used in South Texas differs somewhat from that which is spoken in Las Cruces, Mexico City, Buenos Aires or San Salvador, given a much greater geographic distribution? Thus, depending on the origin of the person, the choice of the lexical item for 'turkey' might be guajolote, pavo, cóconо or chompipe. This

variation is comparable to that of English speakers from different parts of the United States who might say "bucket" instead of "pail" or "I'm going to take her to the store." instead of "I'm going to carry her to the store." The study of the linguistic variation phenomenon should, of course, be extended from the purely lexical level to the phonological and grammatical levels, as well. Although an in-depth study of Spanish dialectology might not be feasible at the undergraduate level, the purpose of incorporating information on the subject would be twofold: a) To assist teachers in changing their attitude concerning language variation, including the language variety of their students. b) To assist teachers in making judgments about linguistic items to be included in the bilingual program. By having been exposed to some basic concepts in language variation, hopefully the teachers would not view the textbook as a sacrosanct treatise on linguistic correctness, but simply as a guide which is subject to change depending on student needs. Secondly, the teachers could view the children's language as one of many variants of the Spanish language and not as something which is wrong and in need of remedial attention.

2. The second point about the nature of language which the student teachers should be exposed to is the idea that <u>all languages and their dialects are valid systems of communication for their respective linguistic communities</u>. This notion is directly related to the concept of language variation, both in terms of geographic and social distribution. The relativity of linguistic correctness can be demonstrated by indicating how persons in any community, including the <u>barrio</u>, are perfectly capable of communicating with each other regardless of what the school or other segments of society say about their language. The fact that a speaker of Spanish cannot identify the subjunctive, the various determiners, or the possessive pronouns does not keep him from using them

in his daily communication. What has traditionally been labeled as "incorrect" or "bad grammar" has often been a question of dialect difference and not one of intrinsic linguistic incorrectness. Recordings of the local dialect or of a wider sampling of dialects should be studied in the teacher-preparation program to illustrate this point. For example, the fact that semos instead of somos is used does not take away from the individual's ability to use it in a grammatically correct sentence, such as Ellos son de México, pero nosotros semos de San Antonio. The point might also be illustrated by indicating how it would be next to impossible for an adult native speaker of Spanish to say something like, *Yo semos de San Antonio. The purpose of exploring the issue of linguistic correctness is simply to instill a posicive attitude in the student teachers in regard to the language of their future students. The attitude which should be developed is one that assumes that the children have a structured language to begin with and that the classroom activities will build and enlarge upon the existing linguistic competence. Commenting on the issue of linguistic correctness or standard vs. nonstandard language usage, Luis Flórez of the Instituto Caro y Cuervo and the Colombian Academy expresses this concept very well, "Disparates decimos desde un punto de vista social y cultural pero no científico, pues toda forma de expresión es legítima por el solo hecho de existir."[7]

3. A third concept regarding the nature of language is that language reflects the culture of the community of which it is a part. Student teachers should understand that children coming to school have a working vocabulary which allows them to function within the cultural setting of their home and community. If the family's diet does not include jícamas or alcaparras, it is unlikely that the child would have these words in his vocabulary or that he would even know what they were. On the other hand, the same child would probably be very familiar with a guisado, sopa de arroz or

even such "exotic" fare as capirotada or sopaipillas. The point here is simply to show the student teachers that the child may not be familiar with many concepts and their labels which they will encounter in school. He will, however, be very proficient in other areas and this highly developed linguistic competence should be taken into account in the instructional program.

4. The fourth concept concerning the nature of language which has implications for the teacher-preparation program is the idea that languages in contact tend to influence each other. A. Richard Diebold states, "Language contact and culture contact universally result in the transfer of elements from one system to the other, by a process which has been variously labeled borrowing or diffusion."[8] According to Bloomfield, however, the "lower" language, i.e., the minority language, borrows predominantly from the "upper."[9] The student teachers should understand that this is a natural occurence and that it is not a question of linguistic degeneration. Instead, borrowing is one of the mechanisms by which languages evolve and expand. The Spanish language has borrowed from a host of languages including Arabic, Greek and Hebrew [10] and, in Mexico, from the náhuatl language.[11] The very same process is taking place in the United States with regard to English and Spanish. Maybe in the future, words like sainear (to sign) and huachar (to watch, see) will be officially incorporated into the dictionary. In the meantime, however, they will continue to be used in communication regardless of the judgments made by certain elements of society.

Time does not permit me to go into depth regarding other areas which are important in the preparation of bilingual education teachers and our discussants might want to comment on some of these issues . However, let me just briefly touch upon a couple of topics which I feel are a necessary part of the preparation program. A study of the structure and phonology of both the home language and

English should be incorporated into the course of study. This study would examine not only the traditional linguistic subsystems of standard Spanish and English, but it would also look into the nonstandard varieties, as well. After studying the phonology and grammar of standard Spanish, for example, students should be exposed to a study of Mexican American Spanish. On analyzing the two dialects, students see that the much-touted differences made by the uninformed are not so numerous after all. Courses of this nature should equip the student teachers to look at speech as separate from the writing system and as a complex system of communication which is composed of more than just vocabulary items.

In the area of language interference, the program should incorporate information about possible areas of difficulty for the child who is learning English as a second language and Spanish as a second dialect. Some recent research, however, indicates that in children learning a second language, first language interference accounts for a minimum of syntactic errors. The study showed that most of the syntactic errors in the children's second language speech were indistinguishable from those in first language acquisition.[12] The study suggests that less explicit teaching of ESL syntax to children might produce better language learning; a teacher-preparation program should definitely evaluate the possible implications of such a study. In any event, the institution should provide the student teachers with ample opportunity to apply theoretical information to practical situations, meaning actual classrooms in local bilingual programs. A teacher-training program that is at least partially field-based is to be favored over one which provides a minimum of direct contact with bilingual children. With field-based experiences, the preparation program will be in a more viable position to train personnel that can more adequately meet the needs of bilingual education programs.

The component of the teacher-preparation program which deals with language proficiency and linguistics should, then, provide the student teachers with experiences that not only capitalize on their existing linguistic competence, but

also with opportunities to expand their ability to function in the home language in a variety of settings. The program should seek to develop in the student teachers the ability to look at the language of non-English speakers in a positive light so that the instructional program can truly accept the child were he is. Although having good intentions and developing positive attitudes toward non-English speakers consitute half of the battle, it is imperative that the program also provide future teachers with the necessary skills and knowledge to deal effectively with the language of the students. Anything less would constitute a disservice to the cause of bilingual education.

FOOTNOTES

[1]Center for Applied Linguistics, Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education. (Arlington, Va.: Center for Applied Linguistics, 1975), pp. 2-3.

[2]M.A.K. Halliday, "The users and Uses of Language." Readings in the Sociology of Language, ed. Joshua A. Fishman (The Hague: Mouton and Company, 1968), pp. 141-42.

[3](Forthcoming) George M. Blanco, "La preparación de profesores de educación bilingüe," Proceedings: Inter-American Conference on Bilingual Education. (Arlington, Va.: Center for Applied Linguistics, 1975).

[4]Based on information obtained from the Office of Chicano Affairs, Standford University, March 2, 1974.

[5]Christine McBride, "A Survey of ERIC Reports on Inservice Programs for Teachers in Spanish Bilingual Education Programs." Unpublished M.A. Report. The University of Texas at Austin, August 1974.

[6]Héctor Rodríguez Lerma is a television newscaster in San Antonio, Texas.

[7]Luis Flórez, Concepto y enseñanza del castellano: orientación y sugerencias (Bogotá: Editorial Pío X, Ltda., 1960), p. 45.

[8]A. Richard Diebold, Jr., "Incipient Bilingualism," Language in Culture and Society: A Reader in Linguistics and Anthropology, ed. Del Hymes (New York: Harper and Row, Publishers, 1964), p. 495.

[9]Leonard Bloomfield, Language (New York: Holt, Rinehart and Winston, Inc., 1933), p. 464.

[10]Rafael Lapesa, Historia de la lengua española. 5ª ed. (New York: Las Américas Publishing Co., 1959.)

[11]Francisco J. Santamaría, Diccionario de mejicanismos (México, D. F.: Editorial Porrúa, S. A., 1959).

[12]Heidi C. Dulay and Marina K. Burt, "Errors and Strategies in Child Second Language Acquisition," TESOL Quarterly, VIII, 2 (June 1974).

Discussion of George Blanco's paper on "Language Proficiency and Linguistics" at the Second EPDA Bilingual Education Project Director's Meeting, Albuquerque, February 13, 1975.

Richard L. Light SUNY at Albany

George Blanco's paper has provided us with some extremely useful suggestions for implementing the guidelines as they relate to language proficiency and linguistics. The following remarks will simply expand upon some of the areas which he discusses.

One important point Blanco makes is that of accepting and recognizing the validity of the students home language, whatever the dialect. This involves in many instances changing teacher attitudes toward a "non-standard variety" of a particular language. One way in which we have attempted to do this for our bilingual students at SUNY at Albany is by providing them with information about processes involved in formation of non-standard, socially significant features in a dialect. For illustrative purposes we can use a few examples from English. We demonstrate to our students, for example, that although non-standard varieties of English reduce word-final consonant clusters so that burned up (yesterday) becomes burn' up, cold ale becomes col' ale, and so forth, this is a rule-governed process, and the same process also occurs in standard varieties of English in different phonological environments. So in standard English, burned down becomes burn' down, cold cuts becomes col' cuts and so forth.

Pointing out to teachers that the same process operates in both the standard and non-standard varieties should help them avoid stigmatizing children for using that process.

At the grammatical level also, the rules for standard and non-standard English are very similar. The application of similar rules at different points in speech, however, results in triggering negative attitudes toward the users of those slightly different rules. For example, the basic rule for negation in English says to attach the negative marker to the first indefinite or auxiliary verb in a sentence. So we get Nobody saw it or John can't have any or John didn't have any. Among standard speakers there is no stigma attached to use of these forms. A second rule says we can shift this negative marker to the first indefinite following an auxiliary, so we get the somewhat snobbish John can have none and John had none. There may be a bit of prestige attached to use of this form. A third negation rule says we can copy the negative marker from the auxiliary to the following indefinite. Here we end up with sentences like John can't have none or John didn't have none. Although the processes are essentially the same, for formation of all of these sentences the social responses elicited from the teacher in the last casecan be devastating to children using this (stigmatized) form. The widely held view is that while the result of the former rule is a somewhat elegant sentence, the multiple negatives resulting from the application of the latter rule are somehow indicative of sloppy, deficient and even illogical language which inhibits clear thinking. Again, if teachers can be shown the similarities in the rules forming all of these sentences they may be less likely to negatively stereotype small children for using the non-standard form. Here we also expose our teachers to the work of William Labov whose studies have demonstrated that teachers themselves in casual speech often use the very same non-standard

forms that they criticize children for using.

The importance of the attitudes toward language that Blanco mentions is underscored by evidence that negative attitudes toward children result in negative expectations on the part of teachers and these in turn result in the self-fulfilling prophecy: when children are expected to do poorly they often fulfil that expectation. In our Masters program at Albany we are fortunate in having people like Heidi Dulay, Marina Burt, and Carmen Perez who do provide our students with the kind of information outlined above, and keep them in touch with the research on first and second language acquisition that Blanco mentions.

Another important point Blanco makes is that a teacher's command of the non-English language to be used in a bilingual program must be deliberately strengthened in a teacher education program. We know this is important because our program at Albany was recently the subject of a formal outside evaluation sponsored by our Office of Graduate Studies. Although we generally came off quite well in the evaluation it was suggested that we were not providing participants with enough assistance in developing their expertise in Spanish to be used for instructional purposes.

Our evaluator said with some justification: "Unless the teacher trainers strongly emphasize full use of Spanish, their trainees will in turn be even less prepared and disposed to use it, and their pupils (in the schools) will never truly believe in what they are asked to do (i.e., learn thru and use Spanish)." The suggestion was made by one evaluator that we increase the use of Spanish in our program, even though roughly half of the courses in our 36 hour Masters Program are conducted in Spanish.

Courses in methods, a bilingual seminar, courses in Spanish phonology and grammar, courses in Inter American Studies, and in Puerto Rican Studies are taught in Spanish. Unfortunately, we do not have the special courses in Spanish for Spanish speakers that Blanco mentions. One procedure we have attempted to work out for strengthening participants' Spanish is having those students who are Spanish dominant and who have had a good share of their formal education in Spanish assist those students whose Spanish is somewhat weaker. It's too soon to tell how well this will work but we are optimistic. Also of importance here are our field experiences of two to three weeks duration working directly with children full-time in bilingual programs in the schools. Here students get an opportunity to participate in school programs throughout New York State and to work intensively with children in Spanish in a variety of situations.

Finally there is the question of the perhaps indirect, but undoubtedly powerful, relationship between politics, and proficiency in a non-English language. Here one can only guess at some of the questions which might be raised. What kinds of language activities might enhance the prestige of non-English languages and thus promote, at least indirectly, proficiency in these languages? What role, if any, might a bilingual teacher preparation program play in the politics of bilingual education? I have neither the time nor the expertise to address these questions here. I do suspect though that they will arise with increasing frequency as more and more colleges and universities seek to implement programs to prepare bilingual educators.

Anita Pfeiffer, University of New Mexico

CULTURE - Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education

SECOND EPDA PROJECT DIRECTORS MEETING
University of New Mexico
Albuquerque, New Mexico
February 13, 1975

I am pleased and honored to be given this opportunity to share some thoughts with you about Culture. I would also like to take this opportunity to welcome all of you, especially visitors from places as far off as Canada, The Pacific Trust Territory and Alaska to the University of New Mexico.

If you were a Navajo audience, I would spend the next ten minutes telling you about my clan membership, both matrilineal and patrilineal and how therefore we are related. By the time I'd finished all that, I might have 15 to 20 minutes left to talk about my topic.

My task this morning is to discuss briefly several points mentioned in the Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education. I will try to provide some examples which will help to clarify the statements. If you don't mind I will provide examples from the Navajo culture since I am most familiar with that culture and language. Another caveat for us to keep in mind is that other tribal groups and bands may or may not have similar aspirations.

The first point reads: Respond positively to the diversity of behavior involved in cross-cultural environments.

One of the important ingredients in responding positively to other cultures seems to be related to a self-awareness of one's own attitudes and values about other cultures and individuals who are members of differing ethnic groups. Teachers who work with children from different cultures need to assess their own feelings about behavior patterns different from their own, that is, to examine their own stereotypic notions about other people. We all know that many unspoken messages and signals are displayed in the room which are picked up by the children.

Gestures, postures, facial expressions, mannerisms of approach, choice of words, the touch of the hand. Soon the child gets the message--perhaps in the best way, unself-consciously. The child begins to feel the teacher's feelings, the pleasure of approval, and begins to learn more. There comes a time when the issue is not only emotional but intellectual, when a teacher's expectations become a child's sense of prideful achievement, which in turn enables the child to expect more--of himself.[1]

Davidson and Lang conducted a study on childrens' perception of their teachers' feelings toward them and the major findings were: 1) The children's perception of their teachers' feelings toward them correlated positively and significantly with self-perception. The child with the more favorable self image was the one who more likely than not perceived his

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1. Sexton, Patricia C., School Policy and Issues in a Changing Society, "What Can You Expect?", Allyn and Bacon, Inc., Boston, 1973.

teacher's feelings toward him more favorably. 2) The more positive the children's perception of their teachers' feelings, the better was their academic achievement, and the more desirable their classroom behavior as rated by the teachers. 3) Further, children in the upper and middle social class groups perceived their teachers' feelings toward them more favorable than did the children in the lower social class group.[2]

The second point is that the teacher should demonstrate the ability to develop awareness in the learner of the value of cultural diversity. Before we continue I think we need to define what we mean by culture. I chose to use the definition which Kluckhohn and Kroeber articulated, namely, that culture of a people includes all of the systems, techniques, and tools which make up their way of life. Material culture includes all of the physical artifacts produced by the society: money, hogans, trucks, baskets, rugs, matata, clothing. Non-material or expressive and institutional culture includes all of the systems for the regulation of man to man (for example the clan and kinship system), of man to the supernatural, and of man to the environment, and all of the bodies of custom, belief, and values regarding these. this dimension of culture deals with the "manners" of the group, their lifestyle, and their more abstract systems of

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2. Davidson, Helen H., and Lang, Gerhard, Teaching Social Studies to Culturally Different Children, "Children's Perception of Their Teachers' Feelings Toward Them", Addison-Wesley Publishing Company, Reading, Mass., 1971, p. 125.

family, religion, government, and so on.[3]

In order to develop awareness in the learner of cultural diversity, the teacher must be constantly alert, conscious, have keeness of perception, and capability of swift response to the children's way of life. Classrooms cannot continue to ignore the fact that many children speak their own language fluently and have a culture which is strongly interwined with their language. To ignore this and not to capitalize on what the children knows and needs to continue to develop is to doom to failure these children.

The former head of the Bureau in the U.S. Office of Education responsible for federally supported teacher training programs has noted that "education in this country needs to move from a single culture, white, western with a primarily Protestant view of past and present, to a multicultural view of education, and that "this won't be done until we get administrators and teachers and support personnel in our schools who themselves have a multi-cultural point of view."[4]

Those of us who are in the business of training teachers need to be cognizant of the fact that school people who are trained in colleges and universities across the country are not trained to think about the Navajo world view, Navajo

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3. Kluckhohn, Clyde and Kroeber, A.L., Culture: A Critical Review of Concepts and Definitions, New York: Random House, 1963.

4. Statement by Don Davies, Associate Commissioner for Educational Personnel Devclopment, U.S. Office of Education, reported in NCYE, Council-Grams, XXX (4 May, 1969) p. 5.

language, Navajo culture, values, goals, attitudes and desires of Navajo parents. It is due to just these sorts of training programs that many school people working with Navajo youngsters will say that the learning of the English language and knowledge of "middle class non-Indian culture" is the only route for survival, and that the business of the classroom is to learn to deal with the outside world and to totally ignore the growth and development of the child's way of life and first language. John Collier Jr., in his book Alaskan Eskimo Education states, "the educational presence of White teachers with their White culture--the affluent White style necessary for keeping teachers in their jobs in the village schools whether BIA or State--creates a serious discrepancy that in itself manufactures deprivation among the Eskimos. Depreciation of self is a serious blow to development; and we feel that this dispositon, created by the discrepancy that seems inherent in White education, is one of the major causes of failure in Eskimo education. He goes on to say that culturally, it seems impossible for White teachers in the villages to live in empathy with the Eskimos they are educating. White teachers often greatly enjoy and even admire Eskimos, but the Eskimos' life style continues to shock them. What should be the role of the White teacher in the Eskimo community, a role that would motivate students and at the same time not abet their sense of deprevation? Collier states that they filmed just one teacher who they felt, had mysteriously mastered this combination of teacher

and equal human being. He concludes: If this role cannot be mastered, teachers instruct over an impossible chasm--a chasm existing between their world and the Eskimo's world. This is a major cause of the defeat of Native education.[5]

The next point is that the teacher should demonstrate the ability to assist children to maintain and extend identification with and pride in the mother culture.

It is extremely important to assist the children in knowing about their world. There is a wealth of information, which needs to be taught to the children of various cultures. The parents cannot be expected to teach all that the child needs to know about his culture at home. The dominant society has recognized that fact, and that is why there is an educational system which has the time, the resources and personnel to teach topics which families generally want their children to acquire, but are unprepared to teach. Of course there are areas which considered and should not be taught at school. The sacred areas are left to the medicine man, who have such specialized knowledge as to be the only ones trained and capable of teaching what they have acquired and then only to a select few.

Abrahams and Troike state that, members of different cultures cannot live in the same objective world; the whole organization of knowledge, perception, and behavior is strongly

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5. Collier, John Jr., Alaskan Eskimo Education, A film Analysis of Cultural Confrontation in the Schools, Holt, Rinehart and Winston, Inc., New York, 1973, p. 116.

determined by one's culture. Nor can concepts ever be assumed to have correspondences across cultural boundaries; the notions designated in English by such terms as snow, blue, walk, family or good, can probably never be equated exactly with categories in other cultures. There is nothing "natural" in human experiences, for all experience is culturally conditioned and no two cultures are ever alike.[6]

Another point in this discussion is that teachers should demonstrate ability to understand, appreciate, and incorporate into activities, materials and other aspects of the instructional environment: a) the culture and history as viewed from the group's perspective, b) the contributions to history and culture of the Americans by the group and c) contemporary life style (s) of the group.

In the past month, I have observed several classrooms where 96% of the children are Navajos, and where Bilingual Education is still equated with the provision of "teacher aides" or the incorporation of a transformationally conceived "English Language Program".

There must be a deliberate effort made by school people to make a list of the competencies which are deemed appropriate for the bilingual/bicultural adult within the context of that individual's culture. For the adult Navajo bilingual/bicultural it might include knowledge of the Navajo environment,

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6. Abrahams, Roger D., and Troike, Rudolph C., Cultures in Education: Language and Cultural Diversity in American Education, Prentice-Hall, Inc., New Jersey, 1972, p. 31 and 32.

that is, Navajo astronomy, Navajo taxonomy, mastery of a wide variety of Navajo songs, stories, dances, legends, customary law, tribal government, first language literacy, etc. Teachers need first to recognize and then internalize the fact that the study of Navajo culture and the acquisition of first language literacy is education and will therefore demand the investment of time, resources, and qualified personnel.

For those of us engaged in teacher training there must be constant vigilence to insure equitable preparation of members of constituent minority groups. We need to question the unquestioned traditions drawn from mainstream experiences and assert more consonant views regarding teacher training programs, lest we unwittingly perpetuate the same routine of education on our people which has imposed irrelevant curriculum, attitudes, values, behavior patterns so damageingly on our children.

We need to strive to establish an educational system which will provide the optimal environment for learning. The products of which should be individuals who are most able to carry the major economic, political and ethical responsibilities of their community or society; individuals who have the skills, knowledge, attitudes, values and specific mastery of behavior patterns appropriate to both cultures.

Teachers need to make an effort to educate bicultural bilinguals who can live to enjoy their world which includes

a more thruthful knowledge of human interaction, that is, a new lifemanship which will provide the necessary tools needed to survive in both cultural contexts.

The guidelines for the preparation and certification of bilingual/bicultural teachers stress that the teacher should know the contemporary lifestyle(s) of the ethnic group whose children he/she is working with. I believe this means that we cannot have the notion for example, that all Navajos live in a hogan, own livestock, live on the reservation, wear traditional Navajo dress adorned with silver and turquoise jewelry, and speaking only Navajo. The teacher needs to know that that is a discription of one distinct characteristic of being Navajo. The other kind of Navajo is an individual who looks Navajo, but doesn't speak Navajo, probably lives on or off the reservation, has adopted all the so-called "middle class values, attitudes and behavior patterns". In between these two extreme discriptions of Navajo life, we have those who are competent bilingual biculturals who have the necessary acquisition of culture and language to operate in both Navajo and Non-Navajo cultures. In addition, there are many Navajos who don't fit into the discriptions mentioned and therefore they are probably individuals who find it difficult to articulate who they are and what future aspirations they are striving for in terms of education for their children.

The teacher needs to understand the educational, social, economic and political conditions which has greatly influenced the thinking of Navajo parents, both negatively and positively, especially in reference to bilingual/bicultural education. Teachers need to realize that there is as much need to assist the parents as there is need to assist school people to become more knowledgeable about creating an educational system which is more appropriate and healthy for their children.

The guidelines stress that the teacher should include into the curriculum the culture and history of the group's ancestry. Teachers should show that the American Indian history (for example) is the heart of American history, and that educators should present an accurate picture of contemporary life in the various Indian tribes. The notions that Indians are vanishing, that Indians look alike, that Indians speak the same language, that the Indian is as depicted on movie and TV screens, and as depicted in most textbooks, must be eradicated and replaced with a realistic and humanistic knowledge of various tribal groups and bands.

The guidelines also state that the teacher should demonstrate the ability to recognize both the similarities and differences between Anglo-Ameican and other cultures and both the potenial conflicts and opportunities they may create for children. Following are some examples from the Navajo

culture. In the Navajo culture conduct concerning ones knowledge, abilities, skills, and achievements are utilized to assist others and not to promote oneself above others, this is in contrast to the classrooms in the dominant society which stress individual achievements and skills, often prematurely, before other peer members and before the adult in the classroom. This difference can become a source of conflict for the child, unless the teacher explicitly reassures and teaches the child that it is alright to know both the Navajo and non-Navajo ways. Eye contact with other Navajos is averted to show a sign of respect. In the dominant society, direct eye-contact is considered important for effective communication. The Navajo child is encouraged to observe and listen carefully, therefore verbiage is considered secondary to careful observation of natural phenomenon, people and things in general.

The final point I want to make and as stated in the guidelines is that teachers should demonstrate a knowledge of differences in social structure, indluding familial organizations and patterns of authority, and their significance for the educational program. In the Navajo culture, special relationships such as protocol, and priviledges with other members of the family, relatives and clan is a continual topic of learning. Rules of conduct in the Navajo society is governed by the clan and kinship system which guarantee that everyone acts appropriately.

In conclusion I would like to quote the statefment formulated by the Study Commission on Undergraduate Education based at the University of Nebraska:

If education is a personal process which implies an acquisition of self-knowledge and of what is generally called abstract learning, it is also a social and political process. In education, people organize themselves into groups and endeavor to communicate the skills necessary to the survival of their group. Hence the need to ask: 1) whether the education offered in school and college--particularly to those who are preparing to be teachers--is an appropriate education (as a means of preparing them for the community which they are entering); and 2) whether the community which they are "entering," and for which education is preparing them, is a humane community. If it is not, the teachers should have some capacity and desire to change things. Since it is education's job both to foster learning and to develop people who can learn and work together, the goal of educating teachers who can foster individual development in the child and young person and the goal of fin ding and encouraginn teachers who can foster social growth toward healthy community are probably equally important.[7]

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7. Bowman, James, Freeman, Larry, et el, Of Education and Human Community, Nebraska Curriculum, University of Nebraska, 1971, p. 129.

Culture - Discussion

Wick Miller
University of Utah

Anita Pfeiffer's paper underscores the importance of culture in the whole bilingual/bicultural education process. Culture is covered at length in the Guidelines, perhaps at somewhat greater length than most of the topics. I think all will agree it is impossible to consider language outside of its cultural context, a point very well brought out in George Blanco's paper. I'd like to quote from that paper: "Language affects the culture of the community of which it is a part." Now, that is very true, but I think you have to be careful in how you state it. It is very easy to fall into the Whorfian trap of assuming that there is a specific relationship between the particular language and the particular culture, or that the language we speak somehow influences the way we think, or that if we speak a particular language we can't think in certain ways or, the way Whorf put it, if we speak Hopi we can develop modern physics better than we can in English, which is nonsense. It is quite clear that there is a relationship between language and culture; however, it is not a causal relation but more of a historical one. This needs to be borne in mind in considering bilingual programs. We can look at culture in relation to these programs rather globally, as Anita has done very well in her paper, or we can concentrate more directly on the inter-relationship between culture and language in a particular cultural or social context.

First of all, let's look at culture in a global context, and at some of the points that are brought out. The first point, diversity involved in cross-cultural environments, needs to be considered. This is the central theme in Ms. Pfeiffer's paper and comes out very nicely. But how do we do this? This is something that we haven't come to grips with yet. I think the reason is that the way you come to grips with it depends upon the particular group you're talking about. A little bit more detail about that in a minute. Also, it must be borne in mind that the school is, in some instances, the major instrument for introducing the culture of Anglo-

America. For example, in the heart of the Navajo reservation, a child is exposed at least fairly young to only one culture. This contrasts with some urban settings where children are exposed to at least a select part of the dominant culture. Sometimes the child in bilingual/bicultural settings finds himself in a truly bicultural setting. It makes a difference, I think, in just what you do.

Now, how do you respect a child's background? First of all, the teacher obviously needs to know something about the culture of the child he's teaching. And I would like to suggest what this means in specifics because of the fact that you're dealing with such a variety of different languages and different cultures. Not only do you find diversity as you go from one language to another, but even within the same language. You'd be surprised if the cultural context, for example, of Puerto Rican Spanish as spoken in New York were the same as that spoken in up-state New Mexico. And, I would imagine that what you do would be correspondingly different in the classroom.

One of the things you probably will have to do at some point is to make a list of those languages in which there are, or should be bicultural/bilingual programs, and then try to construct a typology. What I'd like to do is look at one dimension that should be taken into consideration in a typology of this sort, and separate out these three different groups.

First of all, those settings in which the home language is the dominant one and English is absent or weak when the child goes to school. Now, in these situations you find that the primary rationale for having a bilingual approach is that you can't teach in English until the child knows some English. Therefore, it makes much more sense to start your instruction in the native language.

The second situation is that in which the children speak two languages -- the home language and English, perhaps equally well, although usually you'll find some children are stronger in one language and some are stronger in the other. Here there is different rationale for having a bilingual program. Bilingual education is needed in these situations not because the child doesn't know English well enough for it to be used as a means of

instruction, but because this is one way, one very important way, of respecting a child's linguistic, and, therefore, cultural background, a way to indicate that school is not a foreign study for the child.

The third situation in which you find what are called bilingual programs (I think this is the wrong term to use but be that as it may) is that in which the home language is on its way out or, if not on its way out, is not very strong, and the child comes to school with English as his strongest language. He may not speak or understand the home language or may only understand it. Now I am sure you are all aware of such situations in which bilingual programs are not really bilingual. To make them real bilingual programs the native language must be taught before beginning instruction in other subjects in that language. However, there is a need for bicultural education in these situations and there is a place, obviously, for language. Here I can draw upon my experience in Shoshone, where there clearly is no need for bilingual education, but there is need for bicultural education and the Shoshone language should play a part in that education. I think, incidentally, that we are doing ourselves a disservice when we call those programs bilingual, because some people can raise an eyebrow and say it's nonsense and, therefore, the whole thing is nonsense -- bilingual education is not needed across the board.

A somewhat different topic concerns notions of correctness or standard, which is something that has already come up at this meeting. Some languages do not have a standard form. Although there is a feeling in all languages for what is correct, and a realization that some people are better speakers than others, for unwritten, or previously unwritten languages, there is no standard language in the technical sense as defined by people such as Garvin. Also, in many cases, the language is not used in what could be labeled a formal setting. A formal setting would include a number of situations, including the classroom. When you introduce a language into a classroom where it has not previously been used, it has to change to some extent, not in the linguistic form but in terms of social usage, style and level, and so on. You find the development of new styles when the language is used in new contexts.

Related to this, you find that a language is sometimes more easily used for certain topics than for others. You can make a continuim with topic such as history and social studies on one end and math and science on the other. It's probably easiest to use a language that's just beginning to be used in formal context to teach subjects such as social studies and history, simply because, with topics of this sort, you're talking about specific people, and languages are bound up with a specific people. On the other hand subjects such as math and social science are considered culture-free. Now, I know that's not entirely true, but it does represent the other end of the spectrum. You are probably aware of such terms as ethnoscience. I suppose there could be such a term as ethnomathematics, but, generally in teaching math and science, the attempt is to make them relatively culture free. The result is, that these are more difficult topics to teach in the home language, particularly for those languages that do not yet have a literate history, or a very long literate history, and have not been used very long in formal settings.

Another advantage to teaching such topics as history and social studies in the native languages is that forms can be used as a means of departure for studying one's own culture and one's own social institutions so that one can take a look at the cultural and social institutions of the other dominant culture. In looking at one's own culture, making conscience what is not conscience, that is, making conscience what is taken for granted normally, one can begin to understand foreign cultures, in this case, the Anglo-American culture.

Comments on Culture--Guidelines for the Preparation
of Teachers of Bilingual/Bicultural Education
Center for Applied Linguistics, 1974
by Enrique Torres Trueba, Ph.D.
University of Illinois

A. General Observations on the "Culture" Component

While the other components of the guidelines are, for the most part, subject to traditional evaluation and measurement techniques, the "Culture" component is elusive and pervasive, as the concept itself has been for some time.

This component does point clearly to the intended result of presumably meaningful academic activities and experiences "The teacher should demonstrate ability to:...." But this component does tell us how and when those academic experiences do in fact produce a teacher who is culturally sensitive, aware of cultural diversity, helpful in assisting children to maintain and develop their native language and culture as well as the dominant language and culture of American society. If you want to press the matter, I would venture to say that, strictly speaking, you cannot teach culture, teach sensitivity, teach cultural awareness. But you can indeed create an atmosphere in which potential teachers are more likely to perceive cultural differences and to respect them. Can this be done through an academic program? This is the challenge ahead of us.

B. Comments on Dr. Pfeifer's paper

The substance of Dr. Pfeifer's interesting paper (and the guidelines themselves) call for some effective means of training teachers as facilitators of language and culture maintenance and development. Since the central issue is "culture" and cultural identity, as well as cultural pluralism, we should revise our notion of culture.

1. What is culture?

Early anthropologists formulated definitions of culture as a progressive development from savage life style to western civilization. Thus, Tylor in 1871 sees culture as "that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society." Culture did not refer to specific life styles of any social groups as distinct from others in the same evolutionary stage. The conception of culture in a piecemeal or mosaic fashion contrasted "primitive" cultures with European cultures, with reference to eating and dressing patterns, artifacts, and especially to the kinship and marriage systems assumed to evolve towards the European monogamous pattern. Cultural similarities were explained in terms of diffusion. In the 1930's there is a clear-cut distinction between what is determined genetically and what is learned. Linton speaks of culture as "social inheritance." Much before Linton Franz Boas had used the concept of culture to describe distinctive behavioral characteristics of specific communities and speaks of the transmission and learning of behavioral patterns which constitute a peculiar linguistic and cultural tradition. Historical accidents and environmental limitations have been increasingly used to explain cultural developments and peculiarities. Thus, gradually anthropologists

have come to realize that culture is, as Goodenough states it: "what is learned, the things one needs to know in order to meet the standards of others including the material manifestations of what is learned,...," that is a set of norms of behavior. (Goodenough 1971: 19).1/ But this set of norms of behavior is a mental construct in the minds of individuals who share much of the content of those norms: the organization of their real and phenomenal world experiences, their belief system, their hierarchies of preferences or value system, their appropriate procedures to interact with each other. The fact that such individuals share all of the above allows them to predict appropriate kinds of behavior, to interpret their human and physical environment in a similar way, to feel similar things about daily experiences, and to organize their entire cognitive style in comparable fashion. It would only be fair to say that this most recent reconceptualization of culture has been the result of intensive influence from the study of language and linguistic behavior. The realization that language norms for linguistic behavior can be paralleled with other norms of behavior has created a new breed of anthropologists in the last fifteen years. Anthropologists see individuals as the most creative and dynamic organizers of cultural systems. Human societies are continually discovering new ways of expressing, classifying, and interpreting daily human experiences and cultural domains as one social group gets in touch with another.

2. Implications of this new concept of Culture for Bilingual Bicultural Education

In previous decades culture contacts were described in terms of relative dominance of one with respect to the other: assimilation, acculturation, conquest, colonialism, are examples of such processes. These concepts have tended to minimize the significance and dynamism of the role played by the culturally different groups getting in contact with larger social groups. American educators have described the "melting pot" process in oversimplistic terms and have traditionally looked at the school as the institution par excellence responsible for "assimilating" foreigners and turning them into acceptable Americans. International and national historical accidents have forced the American schools to examine the myth of the melting pot and redefine its mission. Today many people recognize the creativity and potentialities of groups of individuals who can effectively operate in two or more different linguistic and cultural environments. Schools have been charged with the mission of facilitating the maintenance and development of native languages and cultures of culturally different children. On the one hand, cultural identity is rooted in the social order which makes social behavior predictable and acceptable. On the other hand, any drastic changes in this order may jeopardize the person's ability to function effectively and to see objectively his/her personal worth.

1/ W. H. Goodenough, "Culture, Language and Society." An Addison Wesley Module in Anthropology. 1971.

Bilingual education, community development, and special education programs are intended to create a new sense of self-esteem, both individually and collectively. Thus, forced total immersion of the culturally different child into the "melting pot" of the all-English speaking school may in fact (and has in some instances) have the most devastating effects on the subsequent development of basic and more complex skills required for learning in different human and physical environments. The progressive accumulative effects of an imposed social order can lead the child to reject his language, family, beliefs, values, and himself. This is the only rational explanation for the high drop-out rates of culturally different children from our schools.

In this context bilingualism and biculturalism can be seen as a possible alternative in a conscious modern multicultural America. To what extent and degree is this possible? What are the real capabilities of educational institutions to provide the proper climate for bilingual bicultural education? These questions are faced by the guidelines discussed here. The theoretical implications of any position of biculturalism are much too complex to be explored in these brief comments, but very important for an understanding, planning, and evaluation of bilingual bicultural education.

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INSTRUCTIONAL METHODS AND SUPERVISED TEACHING

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The bilingual education movement in the United States has generated a recognition of the need for change in many areas of education. Publishers are finally beginning to develop materials relevant to linguistic and ethnic minorities. New legislation permitting the use of languages other than English for instruction in the public schools is being passed in many states. Some institutions of higher education also, are exploring new teacher education programs to meet the demands of bilingual bicultural education. The success of bilingual bicultural education lies heavily on the effectiveness of these changes.

The successful implementation of this form of education however, is ultimately dependent on the skills of the teaching personnel. Many universities in the country have created some form of bilingual teacher training programs in response to the evergrowing demand for competent bilingual teachers. An overview of seven University programs in New York State shows great diversity in the scope and emphasis of the programs.[1] The number of courses offered range from one to eight. Two of the institutions offer courses in methods of bilingual education but do not mention the target languages. Five of the programs identify Spanish as the target languages. All of the programs reviewed seem to rely on federal financial assistance. Four of them are on the graduate level only. The two universities not offering methodology courses focus entirely on theory and linguistics. Interestingly enough, only one of the universities lists a course in Puerto Rican culture as a part of its sequence and none mention courses in learning theory and how it relates to bilingual bicultural children, both of which are important facets of bilingual bicultural education.

This is the year to begin work on the improvement of training programs for bilingual educators. Several events over the past twelve months have contributed to making the time ripe. Bilingual education in general is over the critical stages encountered during the first five years. Programs have been established and expertise is being developed. There is some time for reflection and building on past experiences. There is greater awareness that good programs need well trained teachers. In general there is less tolerance of making do with what we can get and greater demands for more and better.

The recent Aspira Consent Decree in New York City ordered the Board of Education to provide bilingual education to all students with limited English skills by September of 1975.[2] In order to comply with the order, the Board of Education of New York estimates that it will need 1,500 bilingual teachers. A mammoth teacher training program must be implemented immediately by the institutions of higher education. The training of bilingual teachers has suddenly become an attractive profitable commodity. As usual marketability has generated interest.

The legislation that was presented by last year's Congress emphasized the need for teacher training programs. The Title VII office is presently encouraging the development of teacher training programs for the 1975-1976 fiscal year. The rumor from Washington is that institutions of higher education will finally be able to seek certian funds without going through a local educational agency.

The timeliness of the Guidelines we are discussing today is obvious. It should be made clear, however, that these are but suggested guidelines. Maria Ramirez, Coordinator of Bilingual Education in New York State, informed me that she has received a series of urgent calls from people who thought that these were somehow mandated. She requests that the word "suggested" be added to the title.

Before continuing I also want to clarify that in developing these guidelines the committee addressed itself to the needs of students at an undergraduate level who are preparing to become bilingual classroom teachers, and not graduate level programs. Many of the suggestions, however, certainly apply to all levels of staff development. Furthermore the committee did not intend to deny the possibility of the existence of a role for monolingual teachers within the total bilingual program. I believe that it is important that school districts utilize their personnel for any educational program as efficiently as possible. In the absence of adequately trained bilingual personnel, school districts can creatively combine monolingual-English and monolingual-vernacular teachers within the total program to effectively meet the needs of the students in a bilingual program. Furthermore the committee agreed and recognized that English as a second language is an integral part of any valid bilingual education program and that the personnel involved in that aspect of the program should be trained to deal with competencies in that particular discipline. We did not address ourselves to this area in great depth since other professional organizations, such as TESOL, have already developed adequate guidelines for that target population.

It was agreed early in our sessions that we would address ourselves to the needs of undergraduate students going through a full four year teacher training program with the reasonable expectation that they would acquire all the linguistic and pedagogical competencies as well as the positive attitudes necessary to become the ideal bilingual education teacher.

It is important to recognize that being bilingual does not guarantee that a person will be an effective, skillful and sensitive bilingual

educator. Neither does being of the same ethnic or cultural group of the children guarantee that the individual will possess the sensitive qualities we seek in individuals going into the profession. For example, occassionlly we find minority teachers who have "made it" in the American society and who have little sympathy with or interest in providing the students of their same ethinic background with alternatives to the process that they were subjected to.

Generally, however, applicants who are bilingual and of the target ethnic group certainly have a head start and must be encouraged to participate in these programs. The under-representation of ethnic minority teachers in our school systems is still an unfortunate reality in our country. Although this situation is slowly improving the number of native speaking teachers of minority cultures remains too low to really provide for our youngsters the role models they need. White (1973) notes that:

> "teacher training programs must deal with new approaches and begin preparing teachers to teach culturally different children. She suggests that teacher education programs must also be designed to teach clearly defined skills and strategies that will provide the prospective teacher with the competencies to instruct culturally different children." [3]

The aim of the Instructional Methods component of the Guidelines is to help develop in teachers the skills necessary to assist students to achieve their full academic potential in the home language and culture as well as in English.

An important objective of bilingual education is the development of functional bilingualism among the participants. Teacher training institutions must prepare their students to develop these skills in school children. Since most individuals entering our teacher training institutions will not have received their former education through a bilingual program, it is

reasonable to expect that they will be weaker in some aspects of one of the languages involved. It is, therefore, the responsibility of the institutions to identify these linguistic deficiencies and plan ways of helping the teacher trainees overcome them.

We often make the mistake of assuming that being able to teach language arts in one language guarantees the skill of being able to teach it in the other language. Just as we cannot use the same reader in one language to teach language arts or reading in two languages, we should not expect the same teacher to teach both languages without providing the necessary training in both languages. This often happens, however. Teachers trained in language arts of one language are expected to teach it in the other. This can be disasterous. The result is that students in fact receive instruction of language arts skills through the other language. The teacher training programs in New York which I mentioned earlier try to overcome this possibility by offering language arts courses in the native language. At the University in Albany we have done this as well. The students are required to analyze and contrast the Spanish language arts skills with those in English. For the elementary school level they are required to read textbooks in Spanish arts, including reading.

Teachers' attitudes regarding the role of the two languages also contributes towards the effectiveness of their teaching. I have met many bilingual teachers who are sincerely interested in bilingual education in theory. They can give a beautiful rationale supporting it but in reality their main concern and objective is to have the children learn English, sometimes to the exclusion of the other language. They feel defeated if their students demonstrate little progress in English although succeeding in the mother language. Too many of us are still measuring success in school by the number of English words our students can say or read.

Teacher training institutions conducting bilingual education programs have the responsibility of addressing these attitudes towards native language maintenance in their training curriculum. The maintenance of the mother tongue as well as the acquisition of another language are important expected outcomes in bilingual bicultural education, and the attitudes and skills necessary to accomplish this must be provided by the training institution.

Castañeda, Herold and Ramirez in New Approaches to Bilingual Education[4] (1974) note the importance of creating a culturally democratic educational environment in the classroom which incorporates language, heritage, values and learning styles familiar to all children into the educational process with equal value and importance. In other words a culturally democratic environment is one which is meshed with children's home and community socialization experiences. They say:

> "The basis for a child's learning about his own and other cultures must encompass the language, heritage, value, thinking and motivational framework with which the child is initially familiar. Then the child first can be brought to label and understand important features of his cultural origins and loyalties. His language, heritage, value and modes of cognition and motivation can subsequently serve as basis for exploring and developing selective loyalties to alternative expressions of thought, values and life styles. This conception of democratic cultural pluralism in education implies that the educational goal of all children in American society would be that of learning to function competently and effectively in, as well as to contribute to development of, more than one cultural world."[5]

In order to accomplish this, bilingual teachers and future bilingual teachers must first become familiar with and aware of learning styles, and values of their own and the other cultures.

Teacher trainees should be made to recognize that the child's language, heritage and personality can result in the development of a preferred learning style. It is important that trainees learn to identify the child's

learning style and adjust their teaching strategy accordingly. In other words, trainees must clearly understand that the same teaching approach will not necessarily work with all children. Therefore, they must learn to adjust their lessons to the students preferred learning style and recognize their unfairness in expecting the students to make the adjustments.

The variable of biculturalism among the ethnic minority groups in the United States must be fully comprehended by the teacher trainees. These need to considered in determining their teaching approaches and curricula. The degree and nature of buculturalism varies even within members of the same ethnic group. I as a native born Puerto Rican who grew up in the United States have some cultural behavior patterns in common with Puerto Ricans in the island and others in common with North American-Anglos. I am aware also of exhibiting some cultural behaviors which are not necessarily common to either but rather similar to other Puerto Ricans who have also commonalities with my Chicano brothers and sisters.

Valencia (1972) points out:

> "Income, age, occupation, education, place of residency, number of generations removed from Mexico and proximity of the community to Mexico are factors related to the degree of biculturalism. It is conceivable that North American children whose parents are in the middle-income range, who live in integrated communities, who are not recent immigrants from Mexico and who live some distance from the Mexican-United States border, will exhibit many cultural behavior patterns similar to Anglo-American children in the same setting and conditions. As few features will remain...
> Hispanic-Mexican cultural practices will vary among Mexican American students, as well as their references to Anglo American cultural traits. Cultural diversity in the classroom must allow for this variance among Mexican,(and all cultural minorities) while it also must reinforce their cultural commonalities.[6]

Another objective of bilingual education is to facilitate for the child the learning of the prescribed curriculum by presenting it to him initially through his dominant language. Logically the child can develop to his full academic potential if he is taught concepts through the language he under-

stands. All school districts have identified a core curriculum for each subject area which in most cases must be followed by the bilingual students as well. As a minimum, and with certain modification, most bilingual educators aim to teach this curriculum using the children's dominant language.

It has happened on occassion, however, that bilingual teachers themselves are not familiar with the terminology in the vernacular necessary to teach these various subject areas. For example, in the first year of the program which I directed, I noticed that teachers who were bilingual were using many different labels for mathematical terms. They each looked up terms in the dictionary as these were needed for lessons and selected the one which appealed to them most. For instance the Spanish word for sets became par, grupo, juego, colección, all legitimate words found in the dictionary under the English word"sets." Since the teachers were bilingual, but had not received all of their education in the U.S.A. they really had no way of knowing that conjuntos is the proper term for set. Coming from the same educational background I did not know either, but I knew that research was necessary to find out. I therefore developed a little math dictionary and was able to establish unifomity in the math terminology to be used in the program. Persons who have grown up in this country would really have no way of learning this specialized educational terminology making it imperative that teacher training institutions consider it an important aspect of their training curriculum. The best way of doing this is to actually teach the methods courses through the vernacular as well as through English. Textbooks in both languages should be used and discussions should be encouraged through both languages. Practice teaching in English dominant as well as Spanish dominant classrooms should be mandated. Trainees should also be expected to practice writing lesson plans and preparing materials through both languages. If necessary a course on edu-

cational terminology should be instituted.

I'm sure we all agree that teachers sould be able to plan well organized lessons based on what they have diagnosed as the children's needs. They must know how to state the objective or aim of each lesson clearly, and equally important, know why it was selected. Furthermore, they must have a blueprint of how they expect to achieve it, including the identification of the materials and activities needed to reach it. Also, it is important that they identify ways in which they will be able to measure the success of the lesson.

This becomes doubly important in a bilingual setting where often classes are heterogeneously grouped in ability and language, and teachers must keep careful records of each child's progress. Furthermore the bilingual teacher needs to be able to prepare lessons in both languages depending on the child's needs.

Mastery of a variety of innovative teaching techniques and strategies and the ability to implement such through both languages are essential skills for the bilingual educator. A linguistically mixed classroom demands the utilization of techniques such as individualized instruction and the utilization of learning centers. The lack of proper training and familiarity with the process of implementation of these processes can result in occassional chaotic classroom situations where little is learned in either language.

It is essential that bilingual teachers become expert classroom managers. They must be able to group their classes using cognitive development and linguistic skills of the first and second language as criteria, while at the same time allowing for some linguistic cross grouping. The groups need to be kept flexible with changes made according to the individual children's linguistic and academic progress. They need to be

cautioned against the possibility of permanently tracking the child in one language and forgetting to provide ample opportunities for their natural development in the other language.

Most bilingual education programs have been able to use some form of team teaching. The nature of bilingual education, the usual lack of sufficient bilingual personnel, and the need for the inclusion of highly specialized personnel such as second language teachers have mandated the use of this technique. As a matter of fact, various models of bilingual education are specifically built around the use of this particular approach.

For example, one model calls for the use of two teachers, one bilingual and one monolingual, assigned to a class of linguistically mixed children. The team is expected to meet the academic and linguistic needs of the children through team teaching. The implementation can take various forms, such as one teacher assuming responsibility for teaching a subject area through one language and having the other teacher present the same material through the other language at another time. Another variation calls for grouping students linguistically, with each teacher instructing the children of her linguistic background in the content areas. The team teachers switch groups to teach the speaking, reading and writing skills of the children's second language.

All of these methods call for the establishment of positive working relationships between all members of the team if they are to be successfully implemented. Some of the problems which we encounter in some programs result from inability on the part of teachers to organize and coordinate their program by utilizing the techniques of team teaching. Learning how to extablish the necessary rapport with the other member of the team as well as how to coordinate all of the various facets of the program for the benefit of the youngsters become extremely important

aspects of a bilingual trainee's development. The trainee should be provided with opportunities of working and practice teaching in this type of situation.

The human relations factor involved in this situation must not be overlooked. Sensitivity training must be included in the program. The situation can be further complicated if the members of the team are of different cultural or ethnic backgrounds. Culture or personality clashes can occur making the situation unbearable for teachers and students alike.

Team spirit and willingness to share among the students must be encouraged if problems are to be avoided. These kinds of working relationships should be incorporated into the undergraduate program to provide the trainees with experience in solving common problems with a collegue.

Depending on the program model and staff patterns the bilingual educator will eventually need to employ second language techniques in teaching either the second language skills of speaking, reading and writing or in teaching the content areas through the student's second language. In order to accomplish this the bilingual education trainee needs to become familiar with second language teaching techniques. At the State University of New York in Albany we encourage all our bilingual fellows to take courses in ESL in preparation for this situation.

Often one role of a bilingual teacher is to identify those skills the student has learned through one language and which automatically transfer to the other and therefore need not be repeated in the other language. The bilingual trainee should also be able to identify those general skills which should be developed through the second language. This would necessitate repetition or reinforcement through the second language. It is important to remember that not all concepts need to be taught through both languages.

For example, when the child is introduced to reading through his dominant language, readiness skills such as left to right movements, are logically taught through that language. Certainly if the child has mastered those skills through one language it is not necessary to repeat the teaching process through the second language. On the other hand, again in the area of reading, I think we agree that vocabulary acquisition needs to be developed in an almost parallel manner in both languages, since we want to insure the acquisition of a rich vocabulary in both languages.

It is the responsibility of the training institution to incorporate second language learning theory and techniques in the training curricula. Some programs require bilingual classroom teachers to provide all second language instruction. A lack of the preparation in this area can result to turning off the students and denying them the benefits of what can and should be the profitable and exciting experience of learning a second language. Furthermore, one important objective of bilingual instruction, functional bilingualism, will have been neglected.

Future bilingual educators need to learn to incorporate the learner's culture in the curriculum. As I noted above, school districts usually have prescribed curricula which are supposed to be followed by all district programs to some degree, including bilingual education programs. One common criticism of most established curricula is the absence of the representation of minority cultures in any significant manner. Often we find that any mention of minority cultures is negative, full of distortions of facts, and stereotyping or the people and their customs. Bilingual teachers must be taught to identify these negative factors within the curricula and to incorporate a more accurate and balanced point of view. Furthermore, they must be made aware that the learner's culture cannot and should not be taught in an isolated 30 or 45 minute period a week, but rather that it

must be integrated into all facets of the course of study and life style of the classroom. Martha Lahn, the Culture Coordinator in a New York City school district reminds us that we are not Puerto Rican or Chicano, or Navajo, for only a few minutes each week. Culture, if it is to play a significant role in the educational process must permiate the entire curriculum.

Paraprofessionals are the unsung heroes of bilingual education. They are usually underpaid and overworked. They run the gamut in professional preparation from none to graduate degrees. In some cases they are the only linkage with the community and serve as the only models for the native language, and are the only adult representatives of the minority culture in the schools. In too many cases they are the only bilingual, bicultural adults in the school. Their sphere of responsibilities in the classroom can go from teaching entire classes to small group work under the supervision of teachers to simply cutting paper and cleaning details. Their effectiveness in the classroom is dependent on the teacher's ability to plan and coordinate their activities.

The paraprofessional in bilingual programs is a part of the instructional staff. However, it is important that teachers understand that the responsibility for the class ultimately is theirs. I have observed many situations where bilingual paraprofessionals are made to assume all responsibilities for teaching some children. Some programs require this arrangement however, because the teacher is not bilingual, the "professional" must be able to supervise all teaching and ultimately accept full responsibility for every child's development. The trainees need to know how to utilize the strengths of their professionals without failing to exhibit the respect due to a colleague.

The trainees' program is not complete, however, until they have been provided with ample opportunity to apply the theory and practices learned in a carefully supervised practice teaching situation. The effectiveness of

this phase depends on the cooperation of the local school administrators and teaching personnel.

In the Masters program in Albany we require our students, all of whom are certified teachers, to have a field experience in a bilingual-bicultural program. We are highly selective of the program where our students will work since we need the full cooperation of the local school personnel and and outstanding program for our students. We tailor the experience to the students' needs. Those who have never worked in a bilingual program are required to practice teach through the vernacular. For the first time this year we have added an administration track for those students wishing to specialize in the administration of bilingual-bicultural education. Those students were assigned to administrators of bilingual programs as part of their field experience. A few of our administration fellows were given the opportunity of directing a project for a day. Although this was done on an experimental basis it proved to be a very profitable and exciting experience for the fellows.

The Bilingual Pupil Services at the New York City Board of Education provides persons with a minimum of two years of college with the opportunity of completing their B.A. in education and obtaining certification as bilingual teachers. Their training is two faceted. Students must work in a bilingual program during the day and attend afternoon or evening classes at a university. So far it has proven to be a very successful program. Many of the trainees assigned to my program eventually were asked to remain as teachers. In this case also the full cooperation of local school personnel was essential since they assumed most of the responsibility for supervising the field experience.

Valencia in the book, Bilingual-Bicultural Education for the Spanish-English Bilingual (1972) describes one student teaching model which uses

the individualized performance-based strategies for preparing the candidates. The program is composed of three phases.

Phase one takes place in the university setting. The students go through bilingual bicultural education course modules and modules in related courses in the department of education. Criterion tests for the modules are administered and upon successful completion the students receive course credit. Phase two is the laboratory training or micro teaching and phase three, the actual field experience in a bilingual bicultural setting.

Valencia explains:

> "after the candidate has completed a prescribed number of courses and has reached criterion measure relative to the given learning modules, he can be given the opportunity to apply selected skills through a series of micro-teaching sessions. This laboratory phase of the training, while offering course credit, will serve to actually develop and refine specific teaching skills in relationship to the candidate's needs prior to placement in the field setting. The laboratory component will incorporate an observation feedback system that provides the candidate and trainer with objective data in the development and refinement of particular competencies. The advantage of this program over a traditional program is in the opportunity offered to the candidate to actually demonstrate and practice selected skills, to analyze his performance through micro-teaching, feedback processes, to attempt modification of his observed performance in terms of objectiv assessment measures, and to enlarge his repertoire of teaching skills relative to bilingual-bicultural education." [7]

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Remarks - 2/14/75
Patty Baca de McNicholas
Second EPDA Project Director's Meeting
Albuquerque, New Mexico
"Instructional Methods and Supervised Teaching"

Bilingual education must be a change in the educational process. We cannot continue to do the same things to our children and only change the language in which we do them. In a like manner we cannot pursue the education of teachers without giving serious consideration to how bilingual teacher training should differ from traditional teacher training. Many institutes of higher education will be addressing themselves to this important area of bilingual teacher training, and I feel our emphasis as teacher trainers should focus on the quality of those programs.

A positive attitude toward native language maintenance could be enhanced if the target language was used as a medium of instruction in our teacher education programs. We can no longer "say" that bilingual education is a viable educational approach and not practice bilingualism in our teacher education. Teachers are finding a need for vocabulary in particular content areas; if methods courses were conducted in the target language this would facilitiate the application in the classroom.

The teacher's language must be valued and considered acceptable - additions in various content areas should be an expanding process rather than a "reteaching" of their own native language.

The importance and necessity of exploring the role of the monolingual English teacher is another area which should be pursued in order to alleviate fears and create a more positive attitude toward bilingual education in many school districts throughout the country.

A teacher's self concept must be considered and enhanced. Capitalizing on the strengths (teacher's native language, etc.) and adding necessary tools for facilitating the teaching process, i.e., vocabulary, etc., should be a major consideration in teacher training.

Just as our children cannot be considered linguistically and culturally "deficient" but linguistically and culturally diverse the same holds true for those potential teachers.

A previous reference was made to the "Culturally Democratic Learning Environments," a caution in terms of culture. If we do indeed agree that culture is dynamic, then the danger of perpetuating stereotypes in regard to particular ethnic groups must be examined closely. The past is indeed important but we must also look at the present.

Teachers must be prepared to diagnose the individual child; thereby arriving at his/her individual learning style. If bilingualism and/or biculturalism is a factor then that teacher should also possess the skills necessary to diagnose, prescribe and facilitate the learning process bilingually and biculturally.

Classroom management has been a part of teacher training, but perhaps we need to explore some new avenues in terms of bilingual classroom management, i.e., use of language centers, etc. Maximizing field experience in all areas of teacher training could aid in this respect and many others.

Through the use of Values Clarification techniques teachers not only start to identify their own values, but can actually apply various methods and techniques within the classroom setting. The importance of attitudes must be considered.

Perhaps we cannot totally change attitudes, but I do feel that they can be greatly modified.

Paraprofessionals have been invaluable in bilingual programs. The experience and knowledge which they have should be maximized in terms of providing degree oriented and certification programs. Further effort should be made to insure their employment as certificated teachers within those districts.

In summation, I feel teachers deserve a great deal of recognition for the skills which they already possess. Their language must be valued. In the training of teachers we should be concerned with quality. Quality teacher training should therefore insure quality education for all children.

Remarks following the paper on INSTRUCTIONAL METHODS AND SUPERVISED TEACHING given in Alburquerque, New Mexico, February 14, 1975

by Ruth Bradley, Lafayette Parish Schools

My initial reaction to Carmen's paper was that there is nothing to add. I certainly concur with all of the points Ms. Perez has developed so well.

Perhaps the most valuable thing I could do would be simply to give a few examples from our experience in Louisiana as we have faced and are facing--the problem of training teachers for bilingual schools. One thing I have learned in the past five years of meeting with people involved in bilingual education our problems are more similar than different.

The most obvious difference from what we have been hearing in the discussions so far is the language. In all but one of the Louisiana Title VII projects the target language is French. (The target population in Orleans Parish is Cuban). Two dialects of French are spoken in Louisiana; creole French spoken mainly by the Black population and Acadian French, sometimes called Cajan French, spoken mainly by the descendants of the Acadians.

For those of you unfamiliar with Southwest Louisiana, let me explain very briefly a few facts of history. The French speaking population of Louisiana has been settled

in the area for over 200 years. These people are the descendants of the Acadians who were expelled from Nova Scotia in 1755. Their story has been immortalized in American literature by the poet Henry Wadsworth Longfellow in his poem, Evangeline. Because of various historial and geographical factors the Acadians have jealously guarded their French language and Catholic religion. Since approximately 1900, however, English has been the language of the school. French has remained the language of the home and family. Thus, today, when an Acadian child enters school he is bilingual, speaking a dialect of French resembling seventeenth century French and a dialect of English that shows marked French interference.

Now what are the implications for the training of teachers for bilingual schools? First of all teachers need to be aware of the differences in vocabulary and structure between the standard language and the dialect of the child. For example, when an Acadian child says in English, "I want to save my bike," he does not mean that he wants to preserve it or take care of it, but rather that he wants to put it away in the garage or carport. In French, the classic example is the word "catin". In Acadian French the word refers to the child's toy: a doll. I see from your smiles some of you know modern French. In modern French a "catin" is a prostitute.

I could multiply examples. However, I feel the above is sufficient to make the point that a course in contrastive linguistics designed specifically for the local area would be most helpful, if not, essential for a teacher familiar only with modern standard French and standard English. I am not speaking of a highly technical course. I would also include in this an awareness of the culture of the Acadian home, family and community. The cardinal principle should be that the child's language and culture be respected and held in esteem at all times. This should be born in mind in designing lessons for any subject area.

In Louisiana we have used supervised teaching in a way I believe is unique. As I mentioned earlier, all formal education in the state is conducted in English. As a result we have a significant number of teachers in southwest Louisiana who are bilingual but are educated only in English. It was recognized that these teachers would be ideal for positions in the bilingual schools since they were familiar with the local dialects and culture. In order to train them for this work two things were done. One was to set up special courses in French for native speakers of Acadian French through the University of Southwestern Louisiana with emphasis on

reading and writing. The second step was to "team" these teachers with native French speaking teachers from France brought into the state by the Council for the Development of French in Louisiana (CODOFIL). This enabled the Louisiana teachers to learn on the job the vocabulary and structures needed for transferring the methodology they already possessed into the French language. We now have ten of the teachers trained under the original plan teaching in the bilingual program in Lafayette Parish.

In conclusion let me congratulate Professor Perez on her excellent paper. She has indeed given us an excellent base from which to build in our group discussions.

CURRICULUM UTILIZATION AND ADAPTATION; ASSESSMENT

Albar A. Peña
University of Texas at San Antonio

The task of designing a particular curriculum for the linguistically and culturally different children is an awesome one indeed. Many factors need to be taken into consideration, such as the specific educational needs of these children, either cognitive and affective; the learning styles of children; the linguistic proficiency of the children; the particular content areas necessary to meet their educational needs; the grade level of the materials; the cultural relevance of the materials to the children; existing materials that can be adapted, both teacher-made and commercial; and finally the proper methodology and approaches necessary to put it across.

However well-designed the curriculum might be, its proper utilization is crucial to obtaining the best results possible. Therefore, in the preparation of teachers in curriculum utilization and adaptation, the following must be fully explored.

> If the curriculum is to meet the educational needs of children for whom it was written, it appears that it should be a full-day program rather than a partial one. That is to say, a full-day curriculum involves all the content areas, in a particular grade level, to insure developing the child to the fullest extent possible. A partial curriculum will at best merely concentrate on some of the necessary areas but certainly will leave out some of the crucial areas necessary to full development of the child. In this manner, the cognitive development of the child, as well as his development in the affective domain, are insured.

Once the curriculum has been established, the task of imparting this knowledge to children becomes one of utilizing appropriate methodology and approaches to insure reaching every child. Since the teacher has at her/his disposal different methodologies and approaches for imparting knowledge to her students, she/he must choose, first, those that are suitable to her personality and those that best meet the particular area being taught comensurate with the learning styles of the children and their language proficiency. In determining the suitability of method to the learner, such factors as (1) age, (2) aptitude, (3) language level, (4) interest, (5) time, (6) size of the group and (7) the culture group must be taken into consideration. A method may not be equally suitable for all national and cultural backgrounds. The suitability of the method to the teacher is a matter of (1) his/her language skills, (2) his/her professional skills, and (3) his/her teaching load. Once it is determined what is to be taught the teacher should also be concerned with gradation or in what order is it taught? Scope or how much to teach at one point? Repetition or how often? And how to evaluate to determine full grasp of concepts?

Inherent in the curriculum should be the cultural relevance in the content to the children. It becomes obvious that one must start with what is known (that which relates directly to the children) to the unknown (exposure to other cultures that directly affect them). Therefore the curriculum should reflect its suitability to the student's language proficiency and cultural experience as well as developing respect for and appreciation of linguistic and cultural diversity.

Whether materials are to be developed (teacher made) or to be acquired commercially, adaptation of materials may take three forms: (1) something may be added, (2) something may be omitted, and (3) something may be changed.

In all cases, care must be taken that teachers have the capabilities to detect biases and deficiencies in the existing curriculum or in designing one. Mere translation of existing materials,

regardless of their effectiveness, will not suffice if cultural and linguistic relevance are not taken into consideration. Biases, however, are difficult to identify since they are relative. However, if teachers are attuned to specific, the cultural and linguistic traits of their children, the task becomes easier. Open-mindedness should always prevail.

VI. Assessment

Assessment becomes critical if the effectiveness of the instructional program is to be ascertained in terms of the scholastic achievement of children. Its purpose may be for many reasons such as diagnostic or prescriptive, scholastic achievement (knowledge of content), meeting of program's objectives, and immediate feedback to the teacher as a basis for program and implementation. Properly used it provides the teacher with a powerful tool to make appropriate instructional decisions in the learning process of children.

Existing standardized tests or even teacher-made tests should be totally scrutinized to insure that linguistic and cultural relevance are reflected in these instruments. Appropriate test items which are both linguistically and culturally appropriate should be the basis for seeking the specific data needed.

Assessment instruments designed to determine appropriate curricula should include the extent

of language proficiency of your students as well as determining the extent to which objectives of the instructional programs are being met.

Curriculum Utilization and Adaptation; Assessment -- Discussion

Bernard Spolsky
University of New Mexico

I feel a little bit embarrassed to be here taking about this topic. One can either become theoretical (and there are people here who I think understand the theory much better than I do) or very practical, and there are people here who know much better than I how to translate a theoretical notion into reality. But I will take advantage of this opportunity to make some comments.

Dr. Pena began by assuming the existence of proper curricula. I think he was probably trying to make his talk about three hours shorter than it would have to be if one faces up to the reality of the situation of many bilingual programs. Exactly what a proper curriculum is ever going to be I don't know, but most people getting into the field discover that there isn't a proper curriculum for the particular group they want to work with. We've been working, as Dr. Troike mentioned, with the Navajo now for a few years. When we started our teacher training program two years ago, we were able to draw on the first attempt at a bilingual curriculum for Navajo which Dr. Muriel Saville developed and with which Dr. Thomas Hopkins was also closely associated. This was very helpful to us but it was clearly very preliminary. The ideal curriculum will only be developed when the teachers we are training now get into the classroom and discover exactly what bilingual-bicultural education should mean for Navajo children.

I suspect that many projects face a similar situation. We are not following existing models so much as training people to change an established system. We're training people who themselves will be developing new models that we can only guess at this stage. This fact puts a terrific weight on training. There is probably going to be much more curriculum adaptation than utilization, where teachers being trained will be the first bilingual-bicultural teachers for their particular language and culture.

We are just now coming to grips with a problem in bilingual curriculum or bilingual education that we face with any kind of education, including monolingual. We are dealing with a situation where a child comes from home with knowledge of a certain language and culture, and needs for various reasons, to have knowledge of another variety of language and culture when he grows up. In a sense bilingual situations are easier to deal with because we can label the two languages and the two cultures clearly. But the bilingual classroom, even more than the ordinary school classroom, is going to become the point of contact between at least two worlds--worlds with different languages, worlds with different values, worlds with different methods of learning, worlds certainly with different content of knowledge. As we train teachers to work in that schoolroom, we are presenting them with the challenge of seeing and knowing both systems, languages, content, cultures, knowledge and methods.

A basic question is: what kind of school should we have? When I was in the South Pacific recently looking at some bilingual classrooms in Samoa, it was easy to see how the whole institution of school was quite alien to the indigenous culture. The Polynesian culture had a different method of socializing and educating children. It had different methods and content, as well as a different language. We visited into one particular classroom where everything was being taught in Samoan, all the material was local. In that sense, much of the curriculum was definitely local, but both the curriculum and method of instruction were adopted from one particular variety of Head Start program. The institution was still a Western school. The concepts being developed were very specifically western concepts. The problem then is: to what extent were the children being taught both worlds at once? The language model was a maintenance one for the native language was being used. But the transition to the new culture had taken place so fast that the children were being taught a completely English-speaking, Western, or American curriculum.

One of the things a bilingual teacher is going to have to be able to do is to recognize the existence of this kind of problem, to know

both worlds, and to know how to get at curriculum material in both these worlds. It's not hard to find progressive Western curriculum material, but it is hard to decide how to deal with it in the second language. And it is very often hard to find materials on local values and culture, and to know how to bring them into the curriculum. A bilingual teacher must acquire, evaluate, and adapt materials appropriate to the bilingual-bicultural classroom. A teacher in a Navajo bilingual classroom must not only be able to go to books published in English and the books starting to be published in Navajo, but, also know how to get the local storyteller to come in, how to get members of the community to bring in their knowledge of weaving, and so on. Knowing how to use this kind of material is going to be extremely important. A basic task then is to appreciate the existence of the two possible curricula, and to know how they go together.

Turning to assessment, the important thing is the ability of the teacher to observe the children--to see what they are doing; to see what is happening. All the assessment techniques we can come up with, all the tests, all the criteria or standardized tests or whatever, are not going to be much good unless the teacher learns how to observe individual children. It is easy to say that, and I never realized what it meant until I saw it being done (or rather not being done). I watched somebody teaching a micro-lesson to three children for ten minutes. The teacher was just finishing a TTT program: he was a fantastically good teacher with many years of classroom experience and had spent a year in a TTT program learning an approach to early childhood that trained him to observe children. After the lesson, we discussed what had happened and one of us had observed something about one of those three children that the hadn't noticed. In responding to the teacher's questions, this child always gave an immediate reply and then, about 45 seconds later, quietly gave a fuller reply. But during that 45-second lag the teacher would go on to the next child, never noticing the full reply that came 45 seconds later. And this teacher

was working with only three children! It is obviously impossible for a teacher to see everything, but teachers must be trained to observe and collect data on their children and to see the relationship of where the children are now to the objectives of the curriculum.

One last specific point that I would like to refer to: the question of translated tests. Although there have been quite a number of translated tests, there have been very few studies of them. There was a very exciting one done here recently. The work was done by Annabelle Scoon, who did her doctorate here and was working with Navajo. She began with the notion that it was possible to translate a test into Navajo. She had the test translated, back translated, and checked; she was very careful about the vocabulary and a committee of bilinguals confirmed that the test was an accurate translation. She then applied the test and analyzed its results. The analysis made it perfectly clear, on the basis of item analysis and various other statistical techniques, that she had produced a completely new test. The item difficulty in the two languages was completely different, and the ranking of items in the two languages was completely different. It was completely impossible to equate the two tests. So it is perfectly clear that if a standardized test in a second language is needed it must be developed again in the same way that the first test was developed, by determining what are the concepts, what is the vocabulary, what is the syntax, and standardizing it on an appropriate sample. Now that must be pretty disturbing, I suppose, for educational administrators, or the Office of Education, or anybody who wants a test produced quickly and cheaply. Translation is much cheaper than developing a test from scratch. But if Annabelle Scoon's work is valid, and I believe it is is, any time we use tests which have simply been translated, however carefully, and even if we avoid obvious faults such as completely unusual words and that sort of thing, the chances are very good that, while it may be a test, it is not the same test as the English version.

Curriculum Utilization and Adaptation: Assessment -- Discussion

Thomas Hopkins
Bureau of Indian Affairs

When I look at the Guidelines, and I think back on the first bilingual programs that we started in recent times in the Bureau of Indian Affairs -- primarily with the Yupik and Kuskwimaria in Alaska and with the Navajo west of here -- I wish we had had this much structure to go along with what we were doing. We really went by the seat of our pants. We went by the seat of our pants in relationship to curriculum development and we certainly went by the seat of our pants in relationship to assessment. I was interested in the outline that Dr. Pena provided, but I am not quite sure how to take the reference to "bias" in his talk or in the Guidelines. I assume the reference is to the subtle and pervasive biases one can find in the canned traditional English curricula in the U.S. I am also sensitive to the aspects of an enculturated personality that can have biases of which one is unaware -- which can be a part of the teacher's personality. On the other hand, I am thinking that curriculum development in relationship to bilingual education should be a positive activity and I'm wondering if the references that are made to "bias" are necessary. I recognize that cultural biases exist in our society and are reflected in school curricula. But, in a bilingual program, to what extent does emphasis on bias become a negative aspect of curriculum development? It would be difficult for me to conceive of a Navajo working in curriculum development who would have to be told to look for the biases. If I know the Navajo, or the Choctaw, they're going to automatically take care of that in bilingual situations. Is the issue of "bias" a viable one or is it a reaction to a tired educational truism?

I look upon assessment and curriculum development as more or less part of the same package. I don't think you can have one without the other. In assessment, there are some things I think that are particularly important, as Dr. Spolsky pointed out. One is the need for objectivity. There is so much subjectivity and emotionalism in bilingual assessment. This seems,

from where I sit, to pervade the whole structure of the assessment of bilingual education all the way from the bottom to the top. It is difficult to pick your way through the emotionalism of most of the evaluation that I've read and get down to the brass tacks. I think that, for purposes of curriculum development as well as for assessment, special attention should be paid to careful delineation of objectives. It will help in your selection of criterion referenced instruments. It will help give direction to the total program. This important educational aspect may be in the Guidelines, but I didn't see it.

There is a difference between tests and assessment in evaluation. I think this is an important distinction to make. All too frequently in speaking of bilingual assessment, we think primarily in terms of tests, achievement tests, national norms or local norms that are developed with the indigenous children.

Another point, and this is one that may be too bizarre to even bring up, but I do think it's important, is time as a dimension of assessment. I think that if you leave out time in whatever you're assessing without some specific reference to it, you're going to have an incomplete assessment design. You may remember Bruce Gaarder telling the Bureau of Indian Affairs a few years back that we could have bilingual education almost overnight. I answered numerous Congressional inquiries as a result of that comment. We, and the experts who were advising us, believed that bilingual education was indeed possible, and that positive rewards could be anticipated, but it wasn't going to happen overnight. I think that, had some rational, realistic, conception of time been injected into this, we would be further along that we are now.

SCHOOL-COMMUNITY RELATIONS

Rosa G. Inclán
Dade County Public Schools
Florida

Significantly enough the Association for Supervision and Curriculum Development has entitled its 1974 yearbook Education for an Open Society. And, as it seriously indicts all of us in its opening statements by saying that the gains in the twenty-year movement toward an open society "have been slow and the pace uneven", it seems to point out an even heavier burden of responsibility for those of us who are directly involved in the education of children from diverse culture groups.

"There is always resistance to change and a sincere desire to maintain our institutions in a stable condition....there is much to be done in improving the quality of man's relationship to man" according to ASCD. And it is within this "open society" still resisting change that our culturally diverse children must learn, not just to survive, but to succeed as happy, well asserted, self-confident individuals in whom the best traits of various cultures have fused to improve, as it were, the species in an even ascending evolution of homo sapiens.

It is also within this "open society" that culturally diverse teachers and paraprofessionals have to "do their thing", so to speak, with elegance and self assurance. And it is from this "open society" that we must seek support and sincere involvement in the educational process.

No longer can we afford to be satisfied with the attendance at PTA meetings of the more affluent and less occupied mothers who contribute the cup cakes for the bake sale and the turkeys for the

Christmas dinner. Direct involvement in curriculum planning, policy making decisions, and even budgetary decisions must be sought from all members of our communities. Not only the parents are encouraged to take an active part in their children's school activities but also the brothers and sisters who might be attending higher school levels as well as equal levels; the professionals as well as the trained and skilled workers in the community, and anyone else who is concerned in the over all growth processes of all members of a dynamic, ever changing society.

All of these participating elements of a given community have a right to make their expectations and concerns known to those other members of the community who have assumed the responsibility of implementing the education process in accordance with the identified needs.

The fact that culturally different children of limited English-speaking ability are not guaranteed their full rights to equal educational opportunities within a monolingual English school system is gaining increased general recognition, especially as stressed by the LAU vs. NICHOLS decision of the U.S. Supreme Court. Bilingual bicultural programs of varied types are also gaining recognition as the really valid means of ensuring full educational opportunities to culturally and linguistically different children. An honest analysis of education leads us inevitably to the realization that ESL alone or the mere substitution

of one language for another, instead of its addition to another that is likewise maintained,is, to say the least, professionally dishonest. How else can we refer to a process during which a child is deprived of the rich potential he/she brings into school as part of self-his/her home language and cultural heritage - by causing it to deteriorate and, finally, to disappear altogetner?

As conceived by ASCD, "the schools in an open society would be continually seeking to generate new alternatives for students. They would be self-renewing institutions which would not only be different from each other, but would foster differences within each school in the approaches used by staff and students for teaching and learning" (ASCD). If we believe this to be true, the important role of the community as a collaborator in educating our children is obvious. Training teachers and paraprofessionals to work cooperatively in the school-community partnership, therefore, becomes a major function of any teacher training effort. For those of us who believe in a true open society, the task also involves overcoming racism in our schools.

Racism is conceived, not as individual prejudice or discrimination evidenced by an individual's attitudes and behavior, but rather as "an institutionalized phenomenon which rests firmly on power to make and act upon decisions which are discriminatory". (ASCD) Discriminatory, not only in the sense of black-white or

white-black racism, but in general we use racism here in reference to all societal practices which "reflect the ability of the white power structures to discriminate against blacks and other minorities" (ASCD), that is, against ethnic groups.

This racism can be most effectively overcome when advisory committees and others are truly representative of the multiple groups that make up a given school community, and when the minority group representatives are "accepted and negotiated with "as peers", with just as much right to feel the way (they do) as the ruling whites have to feel as they do"...(ASCD).

The key question, then, becomes involving such multiethnic representatives in the cooperative educational effort. This can be a highly sensitive, delicate process for which bilingual bicultural teachers need to be trained. Originally from such groups themselves, and possibly from groups in conflict struggling among themselves for more power, our bilingual bicultural teachers in multiethnic, "open society" schools need, first of all, to become multicultural themselves. Their training must include sensitizing them to other culture/ethnic groups, even within a single linguistic origin; to their aspirations, to their specific needs, which may or may not be the same as those of the culture in which they grew up. Rather than bilingual bicultural, our teachers for bilingual bicultural education really need to be bilingual multicultural in order to be the true catalysts of the cross-culturation

process that must of necessity occur both within the school and within the community.

Culturally different or "non-white power" parents and "lay" members of a community as well as students need to learn the behaviors that will open the doors to the power structure if they are to function effectively and if they are to bring about the much desired, needed changes that will make ours a truly open society. But so do the "ruling" or "majority" classes need to know that their ways, attitudes, values, are not the only ones within the society in which they live with a multiplicity of different people. They, too, need to be shown that meeting a seven-thirty dinner appointment at eight is, for a Cuban or a Puerto Rican or a Chicano, a sign of consideration for the host, originating from a desire not to "catch him unprepared" rather than from lack of concern or discourtesy. As can be surmised, much of the training needed to achieve this cross culturation has to take place beyond the boundaries of the university campus. But whether on campus or inthe field, the bilingual multicultural teachers in schools that are involved in bilingual bicultural education must be trained so as to develop certain basic competencies. With respect to school-community relations, eight such competencies make up a minimal desideratum. To begin, teachers in bilingual bicultural education need to develop

> A basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful inte-

gration to his school environment.

This "basic awareness" can become a reality only through living the kinds of experiences that will contribute to create it. Teachers can read and study, and write, about the ways in which parental and community involvement contribute to make the youngsters feel part of their school environment, but they cannot fully internalize the experience until they see the gradual blossoming of their five-year old Haitians, for example, who daily listen to French Creole folk tales and play new American games taught in French Creole by Mme. Vaucourt who, in turn, leaves her newborn baby with another Haitian neighbor to donate an hour to her compatriots.

The Adult Volunteer Program can really work in this respect if it is allowed to work freely. Youngsters can really integrate and feel a part of "it all" when we allow willing parents, grandparents or non-working women in general to act as drawbridges let down from the culturally different home into the new, unfamiliar school. The all too familiar scene of Cuban mothers and grandmothers waiting outside their children's schools during opening week is no longer to be considered as an annoying manifestation of over protectiveness. Instead, these women can be recruited to tell stories of the homeland, teach games, or help with the supplementary reading program in Spanish. The older men of the community, too, can be very successful in teaching arts

crafts, and occupational activities in general to the older boys.

A second competency to be acquired by bilingual bicultural teachers is

> the skill to facilitate basic contacts and interaction between the learner's family and school personnel

In addition to first-hand knowledge of both the North American and the learners' cultures, bilingual multicultural teachers need the kinds of sensitivity or human relations training that is usually acquired in encounter/communication sessions. The knowledge of intercultural biases and significant differences in behavior, attitudes and value systems will no doubt facilitate home-school interaction. Only the person that knows potential points of conflict and irritation that may originate from different ways of "looking at" the same situation is in a position to avert hostility and to bring about mutual acceptance and respect, instead. For it is then that such a person can

> demonstrate leadership in establishing home/community exchange of sociocultural information which, in turn can enrich the learners' instructional activities.

As we consider this third required competency, we must not lose sight of the fact that the concept refers to home or community interaction with the school as well as to interaction among the three components of the students' educational milieu, that is, home-community-school. The fourth skill, then, becomes inherent to the afore-

going, for, in order to be effective, the multicultural bilingual professional must be able to

> collect culturally relevant information and materials characteristic of both the historical and current life styles of the learners' cultures that can serve both for curriculum contents and for instructional activities

It is then that fascinating parallel studies can be undertaken by high school students, dealing with literary figures, such as Shakespeare and Cervantes, or with historical events such as would bring out Ben Franklin's and Jose Marti's frustrations and successes in securing foreign aid to attain the final liberation of their respective countries.

On a less intellectual, but still academic level, bilingual multicultural teachers need to

> serve as facilitators for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school

In this respect, teachers become actual public relations men and women. It is through them that parents of other language and culture origins can begin to understand the entirely different philosophies and policies of North American education. The apparent lack of discipline or excessive freedom of choice that culturally different parents find in today's North American junior and senior high schools becomes twice as hard to understand in the light of corporal punishment and strict enforcement of attendance and punc-

tuality regulations. Latin parents have difficulty in understanding how they can be expected to send their six and seven year olds to school under a downpour or in freezing weather, or even when there has been a death in the non-immediate family, while, on the other hand, they have to keep them home idle for one or two days every reporting period so that teachers can make out report cards. More sophisticated or intellectually prepared parents need to undergo tremendous indoctrination to accept the North American public schools' unbalanced stress on the teaching of reading and mathematics to the detriment of content subject concepts such as are to be acquired while studying physical and biological sciences, history and geography. Still more astounding to some is the revelation of the fact that they are expected to participate in deciding certain issues affecting instruction in their children's schools. The fact that even bilingual Cuban parents would not attend PTA meetings or American Education Week open houses, is not due to lack of interest in their children's school life. It is quite an arduous task, though, to penetrate the resistance built by a whole life pattern of total trust in the school as an agent to whom the entire society relinquished all rights and responsibilities for the pedagogical and psychological growth of its children.

Making these parents realize that the old Magister dixit concept does not hold in the United States, and that a laissez

faire, passive attitude in their children's school matters is here interpreted as a much criticized lack of concern for their education is indeed an important function for which bilingual teachers and paraprofessionals need to be trained. It is primarily they, working closely with the children,who can have access to the parents in order to

> act as facilitators for enhancing the parents' roles, functions and responsibilities in the school and community

Knowledge and understanding of these cultural patterns enable the bilingual multicultural teacher to make the parents realize the importance of their participation and of their expected direct involvement in their children's education. It is then easier, for the younger generation teachers in particular, to

> plan and provide for the direct participation of the learners' family in the regular instructional programs and activities.

In so doing, however, they must keep in mind that in the case of parents who are already well on their way in the acculturation process, the "noninvolvement" syndrome in other aspects of American life may have already left its scars. Many Latins become quite withdrawn, resort to polarization and to plain isolation within their own groups after their attempts at "neighborliness" or friendly solicitude are met with rebuke by newly made American acquaintances. Recognizing the fine line between cooperative, "neighborly", and

community action on the one hand and noninvolvement,"non prying" respect for their American friends' right to personal privacy on the other, has been given up as an unattainable goal by most of the older Latins attempting to cope with the acculturation process. Frustration and refuge within the ranks of "their own people", with the consequent apprehensions when invited to "interact", and the strengthening of polarization while in search for feelings of comfort and security are still too commonly found among the various ethnic groups.

These existing realities of multicultural communities must be brought to the level of conscious awareness of bilingual bicultural teachers in the course of their training. Failure to overtly identify and deal with them on the part of those responsible for teacher training may result in the teachers' failure to recognize the problem as an obstacle that must be eliminated, or at least dealt with, in getting culturally different parents involved in the education process of their children. Likewise, in order to be effective, these teachers also need to

> acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behavior in the classroom.

Many a tender little Cuban, Mexican or Puerto Rican first grader, I am sure, abruptly began his "toughening up", acculturation process in the American school system when he

innocently and naturally tried to kiss his monolingual monocultural American teacher good morning or good-bye. Doubtlessly, the bilingual multicultural teacher needs to know these home rearing patterns for her/his own successful role in the socialization process of the culturally different children in whose life she/he represents the key that is to unlock their passage into the new culture they are to make their own. However, her/his responsibility extends even further as liaison between the children and their parents, on one end, and the teachers and school administrators who lack multicultural sophistication, on the other.

Essentially, then, if full advantage is to be taken of bilingual education in order "to bridge the structural and cultural gap between school and community" (CAL), efforts to train teachers for schools with bilingual bicultural education programs must be directed to the development of the above discussed competencies proposed in the CAL Guidelines,[2] namely:

1. Basic awareness concerning the importance of parental and community involvement in the school environment.

2. Skills to facilitate basic contacts and interaction between the learner's family and school personnel.

3. Leadership in establishing home/community exchange of sociocultural information which can enrich the learner's instructional activities.

4. Skills in collecting culturally relevant

information and materials characteristic of both the historical and current life-styles of the learners' culture(s) that can serve both for curriculum contents and for instructional activities.

5. Skill to serve as facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.

6. Skill to act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community.

7. Skill to plan and provide for the direct participation of the learners' family in the regular instructional programs and activities.

8. Knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom.

In addition to these eightcompetencies, I would like to propose at this time a ninth one that we failed to include before, perhaps because of the difficulty involved in developing it.

> The skill to participate in an acceptable manner and in accordance with professional and personal dignity in the mobilization of power directed to the improvement of schools and curricula so that they will truly afford equal educational opportunities for every child.

Again quoting ASCD's 1974 Yearbook, "Planning the future of America rests primarily with minorities, and this depends on their ability to mobilize power". Unfortunately, it wasn't until the black communities mobilized that some gains were possible in putting a stop to the miseducation of black children and in removing them

from the influence of a system that was insensitive to their needs (Haskins). And even more regrettably many of those very movements, whether for black power, woman power, teacher power have ultimately degenerated to the level of personal or individual power, with the corresponding loss of credibility.

But somehow,it seems to be our responsibility as educators to come to grips with the problem of training teachers in bilingual multicultural education to be discriminating, paradoxically, in selecting the band wagon they are to ride on. For while the time has now come when no one can afford to remain in his/her own enclave or play the ostrich while the struggle for power rages on outside, circumstances are also propitious for the emergence of pseudo apostles and false leaders who hide personal ambitions or partisan ideals under the banner of open society, equality of opportunity and improvement of education in our schools and universities.

Our teachers in bilingual multicultural education, perhaps more so than other teachers, must be trained to assume leadership roles in channeling school-community relations and in pointing out to children and to parents alike their responsibilities as members of an evolving society in bringing about the changes necessary to make a reality the ever-prevalent dream of American democracy that has never quite materialized - equality of educational opportunities for all.

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Social-Community Relations - Discussion

George Woo
San Francisco State University

I fully agree with everything Rosa Inclán has said, but I am worried about what has not been said. Her presentation is concerned with how we should view the bilingual teacher and paraprofessional, and the qualities they should have, and states that our schools, our educational institutions, have not been able to adequately prepare them to work with the community. Now, how are we going to make those institutes perform? I can't give you that answer. I think we are going to have to sit down to work it out over the next 20 years. But I think one thing is essential: a lot of training and sensitizing should be done in the community, rather than in the school setting. We want a community to be involved in policy decisions and in implementation, as Dr. Inclán said in the early part of her paper. The biggest hurdle I think we have is trying to balance this collaboration between the institution, the parents and the community. Now I would suppose that the institution is ingrained with the old guard. I don't mean that just the administrator is the old guard, I mean all of us who have been involved in institutions and policy have been trained to the old ideas, with a lot of old tradition, a lot of old ways, and the result was the exclusion of the community. If we want to set up this balance of collaboration, we must give the community an upper hand. I would maintain that in my involvement - this is a pledge - if I ever have a conflict with the community, I will yield. I may disagree, I may argue strenuously,but I will yield. And I think we have to do that, as an institution, as educators, because otherwise we will never be able to convince the community that we really need their collaboration. You all know how it is, we assume the community doesn't know anything, so we feel we must tell them this is the way to do it. This is why they don't come to PTA meetings, why they don't come to school board meetings, and why they don't come to 3 o'clock meetings. I go to meetings at 3 o'clock because that's part of my job and I get paid for it. But how do we expect the community people to work and come to these meetings? All this is a manifestation of what I would call the old guard idea.

I think we have to upset that balance to show the community that we really want their collaboration. Then, eventually we can have a balanced system.

Another thing that I am a little bit upset over is the whole tone of this conference and the presentations so far - because I promised to disagree - is that somehow we seem to view the children as machines. We decide that the parents are going to do this, the community is going to do this, the institution is going to do this. Nowhere do I see that we involve the children in active participation in decision-making in the whole learning process.

The whole thrust of this presentation right from the beginning, and I agree with it is that we must make the community manifest their expectations. Somehow they have to let us know what they expect us to do. And we run into troubles with that, too. But how are we going to have enough sensitivity to know what the children's expectations of their lives are, or what they want out of the education system? This is the biggest question in my mind. I'm not so sure that anyone has an answer, but I think that we must become involved in a long process to try to analyze our way of thinking, our involvement with the whole education system, to find out how we can learn from the children what their expectations are. I think, without that, whether it's bilingual education, or multiculture education, Anglo education, or Chinese education, we are just forcing our values on them. We are asking them to become like us today and we don't want that. We want them to be different. We want them to be better.

This is San Francisco's whole concern with bilingual education. The sequence is this: the parents set up a lawsuit and the court handed the decision down and said the school must provide the children with limited English-speaking ability a plan for learning where, at the end of the training, they can pass an oral examination, which is usually in English. I hope that the plan that comes out will do more than this, but unless the parents come out and advocate, unless the parents sue the school district, I don't think we are ever going to get anything done in San Francisco. I will go on the record to say that the San Francisco Unified School District is not really that inclined toward bilingual education. That does not mean to say that the personalities involved do not want

bilingual education but, as a system, they do not want bilingual education. It is the parents' involvement, the community's involvement that is going to change that. We should think more in terms of how to involve the community in the total system of education, not just in teacher-training, not just in curriculum and instruction, but in the total system. I explored this whole question with a group of students last semester and our conclusion is that we must bring the education system to the community and not expect the community to come to the educational system. They are highly suspicious and I don't blame them. They are highly frustrated, and I think all of us who are in education institutions now have the responsibility to go to them, to take whatever we can offer to them and to take their expectations back to the university, and also to make a commitment to change the whole balance that has been set up so that they can indeed cooperate and collaborate with the system.

The last thing I would like to say is that I hope that we realize that we are going against our whole basic institution of individualism. We must not teach our kids to be competitive. We must teach our kids to be cooperative instead. It is a direct contradiction to me that we talk about working together and then we go back to class and tell our students, "Don't look at your next neightbor's paper now, you must get your answer and never mind about him, and let him do his own work." We have got to teach them how to work together because that is what real life is all about. We are talking about community action, we are talking about collaboration between school and the community. We ought to feed this all the way down to the school level. Young people are sensitive, much more so than we are. They will see how hypocritical we are. On the one hand, we tell them to cooperate and on the other we tell them "Examination time - now don't peek at the next student's paper." I am not suggesting that you tell everybody to peek at each other's paper, but I do think that you ought to tell them to work together on projects and even examinations. Start them young and hopefully tomorrow will be better. Thank you.

Comments on the Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education

Blossom Keeble
University of South Dakota

The basic overall guidelines developed by the Center of Applied Linguistics appears to be inclusive of all areas of concern for the Sioux Bilingual program.

To delite, alter or add to the present guidelines would not be essential, as the guidelines do offer modifications to meet the particular project needs involved. However, I would like to relate the particular results of actual implementation of these guidelines.

The first year of Bilingual Teacher Training began in the fall semester of the academic year 1974-75. During orientation week all teacher-trainees were given a copy of the CAL handbook, with the understanding these were the essential objectives and goals of the bilingual teacher training program. At the time of this writing there are no state guidelines to follow for the state of South Dakota.

In the area of Personal Qualities, self-examintion questionaires were used to develop personal standards. This is still in the process of development, while two semesters may not be sufficient time for the evaluation, students do plan to have a form of rating at the end of the project.

I. Language Proficiency

Point 1 was not carried out, as the setting for teacher training is on the University campus. Point two was implemented to a large degress of success.

II. Linguistics

This area covers a vast variety of studies, which would encompass three to four years of study. Point 8 was implemented within afew weeks during the first semester.

III. Culture

Point 1 has been exceedingly difficult one to implement. Since cross-culture refers to both the minority Sioux culture, and the majority anglo culture.(Please check news clipping which displays one of the basic attitudes).

This goal can be successfully implemented if the state of South Dakota mandates bilingual education in Sioux, not only for the Sioux Reservations, but for all schools in the state, following what more progressive states are doing in bilingual education.

The teacher-trainees questioned this aspect: "How do you teach culture?" It is not very clear to us, however some of the students are doing research paper in this area, to find a satisfactory answer, as to what culture is, and how it is taught. The concept of culture is there in English, but the concept of culture doesnot readily translate from Sioux to English.

Students felt that another point might be incorporated under 6a, 6b, 6c,, 6d. Tribal governments, and Treaty Rights.

IV. Instructional Methods

The main areas of competencies to be developed under instructional methods was the most viable obejectives. These nine goals maybe achieved over a long time ranged.

V. Curriculum Utilization and Adaptation

The two major points on this is being readily utilized.

VI. Assessment

This area appears to be comprehensive, however, we will not be able to examine it closely, until the completion of the second semester.

VII. School-Community Relations

The major goals listed under this topic can be readily met, if the Sioux children are on a Reservation. The most difficult area to implement is point 7. "To act as a facilitator for enhancing the parents roles, functions and responsibilities in the school and community. It may take a life time, or ten years to achieve this goal.

VIII. Supervised Teaching

The last semester of the senior on the undergraduate level is used as a teacher practicum. At the time of this writing, we have placed one student-teacher in the Sisseton Westside Elementary School. Sisseton public school is located on the Sisseton-Wahpeton Sioux Reservation. Intregration of Sioux and non-Indians has long been an educational objective, however, not with too great a success.

BILINGUAL EDUCATION: AN INTERNATIONAL PERSPECTIVE

E. Glyn Lewis
Visiting Research Scholar, University of New Mexico

Dr. Troike, and I feel after two or three days I can now call you friends, may I say first of all that I too would be happier if speaking in my own language rather than in English, but I doubt very much whether you would be able to understand that. I am grateful to have been allowed to attend your conference, which was really quite fortuitous as I didn't know it was occuring until I had arrived here. It has been one of the most providential occurrences in the sense that I have been able to make so many contacts with the people with whom I was anxious to make contact in a very, very close milieu. My interest at the present time is in the comparative study of bilingual education in about six or seven countries. My reaction to what I've heard here has been within that kind of framework. I must say that it has been extremely fruitful for me.

One of the most striking things that I've been aware of is a considerable sense of excitement about the development of bilingual education in the U.S. and this excitement is something which I have not witnessed in many parts of the world. There is considerable excitement in Belgium about bilingual education, but it is almost exclusively a political, rather than an educational excitement. The excitement here is with bilingual education as an educational program and with the educational issues involved.

I would like now to make certain remarks about the similarities and dissimilarities which have occurred to me in relationship to the two areas which perhaps I know best, namely my own very small country of Wales, and the Soviet Union. I'll take the Soviet Union first.

While, as I said, the excitement pervading this conference has been predominantly an educational excitement, I have also been aware of political overtones and undertones to the problem of bilingual education.

The last few remarks brought this home to me very clearly. It is in a very, very real sense near to the situation which you find in the USSR, where the bilingual program is closely related to the "nationalities problem", which is a political problem. I think it would not be unfair to say that these issues are evolving in the United States, too. These issues have certain implications for bilingual education.

The second thing which quite obviously relates the two large power blocks, the USSR and the US, is the very similar multiplicity of languages and language groups. This affects the kind of bilingual education program which it is possible to establish in the two countries. Also there is this fascinating comparison of the similarities and varieties of types of ethnic groups considered demographically (in numbers and so on) where you have large minority groups like the Spanish groups, a variety of kinds in the US, and the smaller minority language groups. You have the same thing in the Soviet Union. You have the Georgians, the Armenians, those who form the twelve large federated republics, and then you have the very, very much smaller ones like the Yakut and the Nenets for example. You also have concentrated ethnic groups, for example, the Spanish Cubans, the Puerto Ricans, and the Mexican-Americans, as well as diffused elements. You have the same thing in the Soviet Union. This complicates the problem of providing bilingual education and brings together the concept of bilingualism in these two countries. Then quite obviously there is the problem of the relationship of all these minority groups, whether large or small, to a dominant linguistic group - the English-speaking linguistic group in this country, the Russian-speaking linguistic group in the USSR. Problems arise in the teaching of ESL in this country, and of teaching RSL in the Soviet Union.

The Soviets look at bilingual education in very much the same light as you do here, with certain exceptions. The one exception which strikes me from having listened to what has been going on here is that, whereas you are in the process of decolonizing your linguistic groups, the Soviet Union is in the process of colonizing them. And this is the major issue in the provision of bilingual education. While you are really in the process of thinking of each group as autonomous so far as education is

concerned, the Soviet Union is, in fact, not doing so, though they say so formally and in writing. This is one of the most interesting things which appear to me to be coming out.

Then there is the problem of the place of national agencies in the provision of bilingual education, where again you are very close to the Soviet Union. National agencies are the major sources of funding for bilingual education in the U.S. and the Soviet Union. But in Britain, the funding is not by national agencies, for instance by the Ministry of Education, either for the bilingual education of immigrants or for the bilingual education of traditional minority groups like the Welsh, but by local education authorities. This is an important fact since the source of the money determines very largely the kind of policies which are adopted.

I will go now to my own country and see how what is happening in the U.S. compares with what I experienced through the whole of my life. It may interest you to know that the Welsh are a people of about two and a half million people, of whom 20% speak Welsh. Now you can see that we are a minority, though the provision of education for that proportion of the people is a significant factor in the provision of general education. The first thing that occurred to me, in listening to Dr. Molina and making certain inferences from what I've heard here, is that your bilingual programs appear to be special educational programs. If not on the periphery of the general educational system, they are not an integral part of the general educational program. In Wales, the bilingual program is part and parcel of the total education system in every school in the country. Every school from nursery to primary, to secondary, to teacher training and to university is participating in a bilingual program. Welsh is taught as a second language at all levels of education even at the university and is used as a medium of instruction in all schools and colleges to some extent. All those whose mother tongue is Welsh are taught through the medium of Welsh from the age of five to the age of eleven, with English as a second language, with gradual transfer to English as a medium of instruction. In some primary schools you will find that there is a 75% Welsh-medium instruction, 25% English-medium

instruction; the proportions tend to be reversed in the secondary schools. We have ten teacher training colleges, each of them with about 3000 - 3500 students in our bilingual program, not only in professional training courses, but also in the academic courses. At university there are courses like philosophy, social studies, history, where students can opt (a) to be taught in the language and (b) to be examined in the language. That is what I mean by integrated bilingual education. In fact I think Wales probably has the most sophisticated bilingual education program in the world. It has been going since 1890 and I think we have a great deal to offer.

As some of you are now aware I am concerned about this problem of biculturalism. I'm concerned about it because of my experiences in the very small countries and the very large congregation of countries in the USSR. I'm concerned about it since I know that in my own country the bicultural program is misconceived in the sense that the more militant of my friends say we must maintain Welsh against the English national culture. In fact, there is hardly any longer an English national culture. If there is an English national culture I don't know how it differs from an English-speaking culture in the rest of the world. If there are differences, they are minor. For example, any American would assimilate very easily into Britain within three weeks. You would become English very easily because the differences are minor. So why in Wales should we be concerned with making the bicultural program a conflict between two national cultures where, although the two national cultures are historically and traditionally valid, autonomous and distinct cultures, they are contemporaneously not so distinct. I suspect that this is the case or will be the case in most countries. Now why is it important? I think it is important because one has to be aware of the facts before we can deal with this problem. And secondly one has to be aware of it in the sense that awareness and maintenance of a traditional, historical culture are vitally important. When I ask for a bicultural rather than a twin cultural* approach I am

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*NOTE: The speaker had made this distinction earlier. A twin culture approach is the teaching of two separate cultures. A bicultural approach is a movement towards a super-ordinate culture arising from the convergence of both.

not maintaining that the bicultural element is the only one to emphasize. We need to maintain an awareness of our individual roots and to nourish ourselves from this awareness. Unless we do that we shall fail. At the same time we have to move dynamically towards a new and perhaps even a greater culture. I say this because in the Soviet Union maintenance is being oppressed. There is a movement, as it were, toward a Soviet ideological culture accompanied by discouragement of the traditional cultures. We have to be aware of this distinction in order to be able to fight against oppression of the traditional cultures in the educational program, while promoting a new dynamic culture.

The second problem is the assessment of bilingual education which has come up in the discussions. I am fearful that the assessment that you've been talking about has been an assessment of the microstructures of the bilingual program, of individual segments of the bilingual curriculum. You are concerned with assessment of this or that element of the bilingual program. But the truly bilingual program is something greater than its parts. And how did you assess that? How do you bend your minds to a consideration of the validity or the value of the total bilingual program, and not simply its discrete parts? This leads to my feeling that in considering assessment you have been concerned exclusively with cognitive elements of the bilingual program. The affective elements of the bilingual program are at least equally important, and possibly of far greater importance.

Then there is no long term consideration and this relates to a distinction which I draw between Wales and Ireland. Naturally I think the Welsh program of bilingual education is vastly superior. In fact I know it is. We have an on-going bilingual program which has been growing since 1890 and is still growing. I go frequently into Ireland and my impression is that there it has stopped growing. Not only has it stopped growing, but people who are concerned seem to have lost interest in it. Originally there was pressure to use the bilingual program for political ends. The teaching of Irish was viewed as a means of distinguishing Ireland from Britian politically. Language was the one major unique

factor which they had. Now that independence has been achieved, the bilingual program is no longer of interest. In Wales for about 80 years we've been gradually, with great frustration, building up a program, taking the long term factor into account, looking ahead, perhaps for another 50 years, willing to accept frustrations, willing to put up with haltings. It has proved an advantage in educational terms. These random remarks after I was invited to talk this morning don't sufficiently express my excitement at having been with you and my considerable gratitude for having been allowed to participate in your discussions. Thank you.

Working Group I

Chairman: Carmen Ana Peréz

PRE-SERVICE TRAINING

STRATEGIES FOR THE IMPLEMENTATION OF THE
GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF
TEACHERS OF BILINGUAL-BICULTURAL EDUCATION

The following recommendations are the result of Group 1's discussion and exchange. They do not necessarily reflect the agreement of the whole group, rather, in substance, they reflect those program implementation concerns that Group I believes to be basic to programs designed to prepare and certify teachers for bilingual-bicultural education programs. The recommendations were prepared from notes, summaries, and synthesis carried out by the recorder assigned to the Group, Gilbert Narro García.

Group I - Pre-Service

Albuquerque, New Mexico

Language Proficiency and Linguistics

- Develop a corpus of language that reflects regional language variation in the context of language norms. Develop an atlas of language variation for currently used Southwest Spanish and English.

- Develop graded or sequenced courses to teach those languages needed in the BBE program.

- Set up working groups of linguists, anthropologists, sociologists, educators to help develop written language or spoken language as needed by involved languages that have limited spoken or written domains. Example: Chinese: Mandarin vs. Cantonese and some Indian languages.

- Structure programs that help incorporate the paraprofessional or foreign country educated person in a "laddering" sequence to help them get B.A.'s or teaching credentials.

- Course work should reflect emphasis on the attitudes which affect and maintain native languages and their use as a medium of instruction, as well as in the community.

- Adopt or develop instruments for discrimination of language dominance purposes, as well as for that language in which the student teacher operates most comfortably and in most domains.

- Incorporate current data from research information, regarding 1st and 2nd language acquisition and use. (stages of language acquisition and use).

- Initiate series of workshops with community and local schools to discuss the variety of language(s) to be used in the BBE program, and incorporate the logistics involved into the Teacher Training program.

- Pre-service course work should focus on those specific environmental variables that yield cultural information. Devise instruments or approaches that reveal how this information can be instrumental in teaching and learning processes.

- Course work should reflect the necessary methodology for the purpose of "teaching" parents fact related to the goals/objectives of adopted program models.

Course work should reflect study into what constitutes "differences" in languages or dialects, what causes these differences and what functions these "dialects" play (i.e., the social/political influences and concerns).

Course work should reflect study into what constitutes discrete differences in grades or levels in relation to language and content.

Devise instruments that "gauge" the ability of student teachers and teachers to use language as a medium of instruction and communication.

Couple linguistically oriented instrumentation with appropriate psychological instrumentation (i.e., attempt for correlation of program characteristics with personal characteristics and skills).

Teacher training programs should reflect anticipated classroom operation/management (i.e., they should be taught bilingually (emphasis should be made on teaching and learning in a language other than English).

Devise and/or adopt instruments that give a "discipline profile" that reveals those disciplines the teacher seems most adept at teaching - (coupled with "language profiles").

Cultures

Course work should reflect insight into the basis or rationale underlying observed surface cultural differences, i.e., if Mexicans have piñatas and Indians have honans, what is the basis for the difference?

Field experiences should include a minimum of one semester of intensive "internship" in the community in a service role (parallel to the concept of Vista).

Course work should reflect macro as well as micro culture fact and experience.

Course work should reflect study into the variety of approaches available for the purpose of accounting for those observed or inherent variables which seem outside of the corpus of culture fact or norm as established by previous comparative work done by the student teacher.

Course work should be coupled with intensive counseling sessions, both in gaps, and on an individual basis.

Develop training programs that reflect a "cooperative training" format i.e., set up multidisciplinary programs that reflect ethno-sciences, as well as economics and applied mathematics.

- Course work should reflect emphasis on student and teacher ability to discriminate or at least spot that culture fact that might be misleading or false, and corrective methodology.

- Language should reflect the core of the curriculum vs. having it be on the periphery.

Materials and Supervised Teaching

- Coursework should focus on the meaning of "learning styles" as well as the effects of such established styles-both within the framework of ethnic variables as well as within objective content parameters.

- Course work should focus on those variables of the environment that cause or affect instructional variation.

- Course work should reflect experiences that are time referenced (extracurricular and chronologically).

- Develop instruments/devices that help the student teacher distinguish between learning styles which are deviant and those which are deficient.

- Course work experiences should reflect insight into observed and documented developmental stage differences, and structure concrete experiences or tasks that reflect those stages.

- Identify those variables that make for effective team teaching - psychological linguistic & content

- Course work should focus on the role of team teachers, and the natural consequences, benefits and/or limitations.

- Training programs should have discrete evaluation criteria that yield progress profiles on a continuing basis until graduation, and follow-up evaluations thereafter.

- Teacher training programs should be housed in Centers for Multi-Cultural Learning which are staffed by committed and contracted-for individuals from different disciplines.

- Programs should reflect changes from rigid course requirements to flexible and modular learning "units" by specific and interrelated disciplines.

Curriculum, Utilization and Assessment

- Course work should reflect insight into the nature and type of biases that are culture and language specific, and potentially harmful to learning.

Coursework should reflect methodology to spot and correct the aforementioned factors.

Coursework should reflect insight into sequential and graded materials related to - concept formation, integration, and utilization.

Programs should address themselves to those skills and knowledge necessary for involving teachers in materials development.

Course work should reflect study into the extend to which BBE instructional materials need to include fact which is culture or ethnic specific.

Course work should emphasize observation skills which are guided by analytical or diagnostic processes and suitable for individual and group observation, self assessment situations, and include an assessment of the power of language.

Course work should reflect insight into tests and testing situations, and the variables which both cause and effect outcomes.

Course work should reflect irsight into different levels or types of diagnosis i.e. - individual, group, program and institutional assessment, and the requirements and format of each.

Community Relations

Field experiences should reflect student projects that set up parent-teacher-student groups for educational purposes i.e., the student-teacher should become the organizer and moderator.

Field experiences should include:

- home visitations
- use and function of Community Child Care Centers
- use of school-community offices for display of curriculum materials and demonstration of each, as to purpose and function.

Field experiences should reflect efforts to educate the community regarding educational opportunities open to parents and students, as well as available community services.

Course work should reflect study into the paradox of cooperation vs. competition both on and off campus, and couple this with established or expressed community criteria on norm.

Finally, teacher training programs should formulate an implementation plan that accounts for the above needs and substance in sequential and clustered approaches, with emphasis into the discrete and fundamental characteristics of the community to be served.

Working Group II

Chairman: Rosa G. Inclán

RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL BICULTURAL EDUCATION THROUGH INSERVICE TRAINING

The Group charged with the responsibility of considering the implementation of the Guidelines through inservice training courses bases its recommendation on two important considerations, namely,

that the inservice training of personnel-teachers, paraprofessionals, principals and assistant principals - of necessity must be developed to meet the specific needs of group to be trained

that it is difficult, if not often impossible, to involve long-time experienced administrators in any type of inservice training, especially if it requires attending a college or university

The group also recognizes the advantage and convenience of enlisting the collaboration, support and intervention of the local universities and colleges in the inservice training of personnel involved in bilingual bicultural education, especially in order to enable the trainees to acquire credits applicable to professional improvement plans and to the extension of state certification.

Group Two's first recommendation, therefore, is

That inservice courses be developed within the schools, involving limited members of personnel with common needs which have been previously assessed, and therefore expressed by the

teachers to be trained themselves.

This needs assessment can be undertaken at the beginning of each school year by distributing carefully structured checklists or questionnaires to all personnel at orientation meetings held during school pre-opening week. These questionnaires should ask teachers to check those aspects (or competencies) in which they feel that they need assistance, "updating" or, plainly, <u>training</u>.

After due discussion of each aspect, and of the convenience of adequate preparation in order to do their job, teachers can be requested to return the questionnaire to the coordinators or persons in charge of structuring the courses to be offered. Unless specifically trained for bilingual bicultural education by a university or college, prior to being employed, teachers, administrators and paraprofessionals are very likely to indicate their own need for training in most of the competencies contained in the Guideliness.

Suggestions for the achievement of such competencies through

a. after school sessions of two hours' duration, with hourly stipends paid, and

b. some all-day sessions (made possible by either using teacher work - days or providing substitute teachers)

can then be formulated in reference to each aspect included in the Guidelines, as follows:

Re. I Language Proficiency

A. The criteria that define adequate control of all dimensions of language - "pronunciation, grammar, vocabulary, regional and stylistic and nonverbal variants appropriate to the communication context" - need to be established.

The self-assessment inventory to be administered to the teachers then can assist them to realize their need to participate in language improvement courses. Reading and writing proficiency must be included, in addition to speaking and understanding, as aspects of the "effective communication" goal.

B. Training in effective communication must be undertaken in the target language by an instructor who knows at least of the existence of the diverse language variants. Informants can be involved in the presentation of those variants most common in the community. Curricular terminology related to all subject areas can be acquired by assigning to groups of teachers the examination of textbooks written in countries where the language is used as a native language. A survey of local talent might produce competent subject matter specialists with native command of the language

in question, whose services could be obtained on a contractual basis as needed. Under no circumstances is the language course to be taught in any other but target language.

II. Linguistics

Linguistic considerations, such as involved in guidelines 6, 7 and 8 should probably be undertaken as part of a different course to be offered. It may well be the case that some teachers may need to acquire these particular competencies dealing with the contrastive analysis of the two languages involved in the program, yet may be quite proficient in their home language, including the ability to provide curriculum content in it. The inverse may also be the case if the teachers have already had linguistic courses as part of their preservice training at the university.

III. Culture

In general, but very especially regarding Cultural diversity and the need to include in the curriculum the culture and history of the group, its contributions to U.S. culture and history, and the contemporary life styles of the group, Group 2 suggests the need to have a supporting statement from the Sueprintend-

ent of Schools in order to have all schools accept the inclusion of the Study of "other" cultures. Specifically, it was recommended:

A. That community members be invited to talk about their culture to teachers participating in inservice courses

B. That various "cultural" activities or experiences be included as sessions of any inservice course.

C. That available research related to the effects of cultural and socio-economic variables on the students' cognitive and affective learning styles and on their general level of development and socialization be included as part of all inservice courses.

D. That sessions on values clarification be conducted by persons who have such skills be included in all inservice courses.

E. That teachers be involved in community affairs where they interact with persons of the "other" cultures

F. That where more than one "other" culture is involved in a given community, teachers need to identify modes of behavior and values as well as other significant cultural traits of those cultures that have representation in the students of a particular school or district. Special attention is to be given to those significant differences in behavior or attitudes that

might bring conflict during cross cultural interaction.

IV. Instructional Methods

Group 2 recommends

A. That all inservice courses in methods of teaching the "home language" be conducted in the home language so that "home language" teachers may acquire or reinforce the confidence, ability in and feeling for the language that will enable them to "assist children to maintain and extend command of the mother tongue" in all its aspects.

B. That courses in methods of teaching the second language be conducted in the second language to assist teachers in achieving the same goal mentioned above in relation to the second language.

C. That inservice courses in the home language include opportunity for teachers to observe, either directly or through videotapes, the utilization of innovative techniques developed by master teachers in order to practice same in the home language. The use of micro-teaching techniques is recommended.

D. That both teachers and paraprofessionals be involved in inservice courses in home language methodology in order to learn to work together.

V. Curriculum Utilization and Adaptation

A. That a session of the methods course in both the home language and in the second language include the evaluation of available curriculum materials in the various areas of the curriculum

Such evaluation can be conducted by grouping teachers according to common interests and having them look for specific biases - sex, culture, for instance - in the materials that they are using as well as in those available to them

B. That such inservice courses include opportunities for participants to share activities, lesson plans, materials, content vocabulary, lists, etc. that they have used or developed or found particularly effective to teach various aspects of their own programs

C. That "new" materials be given to skilled teachers for use and report on and that feedback on utilization of materials by teachers be encouraged as part of inservice sessions

VI. Re. Assessment

A. That a session of the Methods courses in both the home language and the second language be devoted to the review of available tests containing biases or irrelevancies so that participating teachers can be led to identify the

biases or irrelevancies

B. That teachers be assisted in constructing assessment or evaluative items for given objectives that have been pursued through a series of suggested activities. This assessment session is to be correlated with the session on development and identification of curriculum materials and activities for the attainment of a given objective as proposed in IV above.

C. That teachers learn to utilize available instruments for the placement of students in the appropriate level of language proficiency both in the home language and in the second language. In this respect teachers need to be assisted in using and developing techniques for diagnosing individual pupils' need in terms of given language skills, for instance, aural discrimination of sounds, association of sounds and symbols, use of various word forms, pronunciation of sounds, use of appropriate word order, acquisition of reading comprehension skills, in accordance with their expected level of home/second language proficiency.

D. That actual application of placement and diagnosis techniques including oral interviews and other pro-

cedures, be practiced during inservice, utilizing videotapes or audio recordings in microteaching situations whenever possible.

E. That further microteaching - with audiotaping at least - be utilized on an ongoing, monitored basis throughout the inservice course and as follow-up to it, with periodic joint sessions for mutual assessment on a voluntary basis as a means of attaining self assessment of performance on the part of all personnel, in relation to:

1. own strengths and weaknesses as bilingual teacher
2. own value system as it relates to the learner, his behavior, and his background
3. the effectiveness of own teaching strategies

VII. Re. School Community Relations

A. That during inservice training teachers be provided with genuine experiences within the community, especially with minority groups of the same origin as the students. Opportunities for voluntary natural interaction in community activities are to be provided on an ongoing basis, with follow-up sessions for discussion of observations

and questions.

B. That teachers be trained to assume a more "listening" role in interacting with parents, encouraging them to come into the school and to participate in doing some tasks, such as collecting school lunch money, decorating bulletin boards or rooms for special activities, making costumes, working with boys in repairing and making things or helping them learn to do arts and crafts jobs, teaching them typical songs and dances, or to play typical instruments, like maracas, "tumbadoras", guitars, "güiros", etc.

D. That teachers and paraprofessionals be encouraged to work cooperatively with parents and children in actual classroom projects, such as "making up" books with the children's pictures in them and with text in both English and the home language.

E. That resource persons with various kinds of expertise be identified within the community and invited to offer input in the home language, especially in academic subject areas. Their talent and skills can be used directly with the teachers on a contractual basis or indirectly by using videotaped, audiotaped, and filmed performances appropriately acknowledged.

F. That teachers be provided with reliable information - through church groups, community action agencies, reputed, well known individuals - so they can learn to identify true community leaders and guard against falling prey to false movements that can jeopardize the integrity and credibility of the program.

Working Group III

SUGGESTIONS FOR THE EVALUATION OF COMPETENCIES LISTED IN THE GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL-BICULTURAL EDUCATION

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The competency statements and their related assessment procedures have been prepared for pre-service preparation programs; however, they may be useful when designing in-service programs.

It is recognized that the competency statements describe a program that exceeds what is currently expected in many regular teacher preparation programs. In view of this, it may be necessary for implementation to be accomplished in stages. Also, as related competencies are included in other programs (which is viewed as not only desirable but critical), the long-range demands of this program may be more in line with other programs.

The evaluation of competencies for bilingual/bicultural teachers is complicated and complex. This is, in part, owing to the need for involvement and understanding of several institutions: the university, including the various colleges and departments that may contribute to the program; the teaching profession; the state education agency; the local education associations; and the community. The nature and extent of the participation of each may vary from one state to another (and to some degree will be determined by the design of the program and the evaluation processes employed). However, it is assumed that evaluation will be more relevant and reliable if all the institutions play a role in the process.

It is recommended that each state require the institution responsible for recommending certification to have on file a plan of evaluation. This plan should describe the procedures to be employed, including the involvement of: the university, the profession, the local education organization, and the community. It is assumed that a collaborative model of evaluation will be the most productive design.

There exists no single best assessment procedure for any of the stated competencies. Consequently, a set of suggested procedures has been provided.

The report, prepared by Dr. Mary Galvan, was based on the outline developed by Working Group III, chaired by Dr. Rudolph C. Troike. Competencies quoted from the Guidelines are shown in italics.

I. LANGUAGE PROFICIENCY

The teacher should demonstrate the ability to:

1. *Communicate effectively, both in speaking and understanding [and in reading and writing, where appropriate]* in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.*

    a. Use the M.L.A. or Foreign Service Institute Proficiency Test.

    b. Use regionally constructed language proficiency tests.

    c. Have university and local education organization personnel interview candidate personally to determine functional fluency and appropriateness of language.

    d. Have the candidate listen to an audio tape of children and summarize the conversation.

2. *Carry out instruction in all areas of the curriculum using a standard variety of both languages.*

    a. Construct a lesson plan in both languages.

    b. Teach a lesson using both languages.

        (1) Lesson can be observed and evaluated.

        (2) Lesson can be taped and critiqued.

    c. Interview candidate to determine extent of understanding in both languages.

    d. Tests of candidate's technical vocabulary.

II. LINGUISTICS

The teacher should demonstrate the ability to:

1. *Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.*

    a. Written or oral response to a description of a situation where the language of the home is used.

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*Portion in brackets added by vote of the EPDA Conference.

b. Observation of situations such as teacher-parent conference. Teacher performance in conference should be judged on ability to promote a relaxed situation conducive to eliciting information specific to the parents' group.

c. Written or oral reaction to audio- or video-taped situations where the language of the home is used.

d. Observation of the prospective teacher's reaction to the use of the language of the home in the classroom.

e. Observation of the prospective teacher's use and sensitivity in presentation of the language of the school, particularly with regard to points of difference with the language of the home. Determination can include measures mentioned in I.1 above.

2. *Understand basic concepts regarding the nature of language.*

Use of symbolic (i.e. written) test: essay, true-false, multiple choice, completion, etc. Sample references for content of test:

Clark, et.al. (eds). Language: Introductory Readings
Fromkin and Rodman. Introduction to Language
Wolfram and Fasold. The Study of Social Dialects in American English

3. *Understand the nature of bilingualism and the process of becoming bilingual.*

Use of symbolic test. Sample references for content of test:

Alatis (ed). Bilingualism and Language Contact
Ervin-Tripp. "Second Language Learning and Bilingualism"
Gumperz & Hymes. The Ethnography of Communication
Haugen. The Ecology of Language
Lambert. Language, Psychology and Culture

4. *Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.*

Use of symbolic test. Sample references for content of test:

Alatis (ed). Bilingualism and Language Contact
Cazden, et. al. (eds). Functions of Language in the Classroom
Lado. Linguistics across Cultures
Pialorsi. Teaching the Bilingual: New Methods and Old Traditions
Saville and Troike. A Handbook of Bilingual Education

5. *Identify and understand regional, social, and developmental varieties in the child's language(s) at the phonological, grammatical, and lexical levels.*

   a. Use of symbolic test. Sample references for content of test:

      Abrahams and Troike. Language and Cultural Diversity in American Education
      Bloom. One Word at a Time
      Brown. A First Language: The Early Stages
      Cazden, et. al. (eds). Functions of Language in the Classroom
      Ervin-Tripp. Language Acquisition and Communicative Choice
      Ferguson. "Diglossia"
      Ferguson and Slobin. Studies of Child Language Development
      Fishman. Language in Sociocultural Change
      Hernandez-Chavez, et. al. (eds). El Lenguaje de los Chicanos
      Hymes. Language in Culture and Society
      Labov. Study of Non-Standard English
      Marckwardt. American English
      Padilla and Liebman. Language Acquisition in the Bilingual Child

   b. Provide examples of the pronunciation, grammatical, and vocabulary characteristics of children's speech.

   c. Analyze audio tapes for these characteristics.

6. *Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.*

   a. Symbolic test: e.g., identify and explain sources of interference between languages.

   b. Identify sources of error and interference on an audio- or video-tape and in a written composition (where applicable).

7. *Develop curricular activities to deal with areas of interference.*

   a. Construct a lesson plan to deal with an area of interference.

   b. Teach a lesson dealing with an area of interference.

   c. Develop a mediated module to deal with an area of interference.

8. *Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.*

   a. Symbolic test: e.g., compare and contrast two theories of first and second language learning. Sample references for content of test (see #5 above for additional titles):

      Cazden, C.B. Child Language and Education
      Lenneberg. New Directions in the Study of Language
      Menyuk. Sentences Children Use
      Rivers. A Practical Guide to the Teaching of German

   b. Given a theory, design a lesson plan or scope and sequence chart reflecting that theory.

   c. Analyze a given audio- or video-taped situation, in terms of one or another relevant theory.

III. CULTURE

The Teacher should demonstrate the ability to:

1. *Respond positively to the diversity of behavior involved in cross-cultural environments.*

   a. Teach a lesson relevant to cultural differences in a cross-cultural setting.

   b. Employ sociograms.

   c. Employ interactional analysis techniques.

      Sample reference for content of test:

      Cicourel, et.al. Language Use and School Performance

   d. Apply an appropriate observational instrument sensitive to local cultural differences to own and students' behavior in cross-cultural situations.

2. *Develop awareness in the learner of the value of cultural diversity.*

   a. Construct a lesson plan.

   b. Teach a lesson which emphasizes the value of cultural differences.

   c. Test reaction of candidate's students to aspects of cultural diversity through a variety of means using criterion-referenced items and indices.

3. *Prepare and assist children to interact successfully in a cross-cultural setting.*

   a. Construct a lesson plan.

   b. Teach a lesson which will facilitate the children's successful interaction in a cross-cultural setting.

   c. Construct a list of behaviors that cause misunderstanding in a given culture.

   d. Observe the classroom management employed to determine if cross-cultural learnings are being facilitated.

4. *Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.*

   a. Construct a lesson plan.

   b. List the developmental differences between two given cultures.

   c. Given a case history of a child, list into account the developmental level of the child.

   d. Match a set of objectives with the developmental and cultural characteristics of a child.

5. *Assist children to maintain and extend identification with and pride in the mother culture.*

   a. Construct a lesson plan.

   b. Observation of children.

   c. Self-concept assessment of children.

6. *Understand, appreciate, and incorporate into activities, materials, and other aspects of the instructional environment: (a) culture and history of group's ancestry, (b) contributions of group to history and culture of the United States, (c) contemporary life-style(s) of the group.*

   a. Symbolic test.

   b. Construct a lesson plan.

   c. Observation check list.

7. *Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.*

   a. Symbolic test.

   b. Construct a list of behaviors that cause misunderstanding in a given culture.

8. *Know the effects of cultural and socio-economic variables on the students' learning styles (cognitive and affective) and on the students' general levels of development and socialization.*

9. *Use current research regarding the education of children in the United States from diverse linguistic and cultural backgrounds.*

   a. Symbolic test.

   b. Construct lesson plans referenced to research.

   c. Justify instructional decisions using research as the basis.

   d. Given a case study, use research findings to justify the choice of objectives and instructional activities.

10. *Understand the effects of socio-economic and cultural factors on the learner and the educational program. It was felt that this item duplicated #8 and was additionally difficult to assess and so should be deleted.*

11. *Recognize differences in social structure, including familial organizations and patterns of authority and their significance for the program.*

   a. Construct lesson plans reflecting differences.

   b. Demonstrate appropriate instructions for/reactions to students relative to differences (e.g., in many societies, the father is not the disciplinary figure).

   c. Communicate appropriately with parents or guardians.

   d. Symbolic test.

IV. INSTRUCTIONAL METHODS

The teacher is expected to demonstrate the following competencies:

1. *Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.*

a. Construct lesson plans providing for students to perform all four language skills (where appropriate) in their mother tongue.

b. Construct lesson plans which will extend students' control of the mother tongue by engaging in language activities relative to new experiences (both cognitive and affective).

c. Teach a lesson which extends students' command of a second language commensurate with each child's individual ability.

2. *Apply teaching strategies appropriate to distinct learning modes and developmental levels, including pre-school, taking into consideration how differences in culture affect these and other learning variables.*

a. List observed cultural factors which could affect learning modalities and development levels for one or more age groups selected by the candidate.

b. Justify one or more instructional devices which provide for cultural and developmental differences, using research as a basis.

c. On the basis of cultural information previously gathered, predict the effect of one instructional strategy on two or more cultural groups.

d. Teach a class utilizing strategies appropriate to the target group.

3. *Organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies, and science, as a minimum, must be identified and applied in the learners' language(s).*

a. Prepare and teach a lesson following criteria specified above.

(1) Lesson can be observed and evaluated.

(2) Lesson can be taped and critiqued.

b. Prepare a curriculum framework for a segment (i.e., unit) of instruction in one subject area in the learners' language(s).

4. *Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely: (a) formulation of realistic performance objectives and their assessment; (b) inquiry/ discovery techniques; (c) individualized instruction; (d) learning centers; (e) uses of media and audio-visual materials; (f) systems approaches to the teaching of reading and mathematic skills; (g) team teaching and cross grouping; and (h) interaction analysis.*

Identify a school population to be served (particularly in pre-service programs, a population may have to be hypothesized). Working in groups (instructional teams, preferably from one school), design a curriculum framework including the following:

a. Prepare a minimum of 10 performance objectives appropriate for two or more cultural groups with assessment procedures appropriate to <u>each</u> cultural group.

b. Design a minimum of 3 instructional units appropriate to three age groups which employ the strategies of inquiry and discovery. Demonstrate how the verbal interaction involved in such inquiry can be in either or both the students' languages.

c. Prepare a list of five factors (specific learning modalities, experiential backgrounds, developmental levels) might require individual treatment. Specify treatment for each factor.

d. Describe the function and nature of a learning center appropriate to the population to be served. Demonstrate how the designed center meets the needs of two or more cultural groups.

e. Make a list of media and audio-visual materials which includes at least 1 item appropriate to the culture and language of each child to be served.

f. Prepare a curriculum framework for a short segment (unit) of teaching the skills of either reading <u>or</u> mathematics at an appropriate grade level in a bilingual situation. The systems approach will require the identification of each of the following:

   (1) Assessment of group/and individual needs

   (2) Writing of performance objectives

   (3) Selection of instructional strategies

   (4) Selection of instructional materials

   (5) Evaluation measures

g. Design organizational procedures by which two or more teachers may function as an instructional team for one group of students.

h. Design 3 instructional projects which require a large amount of interaction between students. Devise a means by which oen or more teachers employ interactional analysis strategies to record cultural and linguistic information.

5. *Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.*

   a. Symbolic test over selected literature (such as professional journals) dealing with teaching specific content (mathematics, science, reading, etc.) to diverse cultural groups.

   b. Using data about student's first language (see II, 5 and 6) and a reading or spelling textbook, predict what difficulties student will have with 3 lessons in the textbooks.

   c. Using cultural data gathered for III, 1 and 7, and a social science textbook, predict the influence of one lesson (on a topic such as family structure or a historical account) on the child's self-concept.

6. *Utilize first and/or second-language techniques in accordance with the learner's needs at various stages of the learning process.*

   Prepare and teach a second language lesson to a group of students appropriate to their stage(s) of development.

   a. Lesson can be observed and evaluated.

   b. Lesson can be taped and critiqued.

7. *Utilize effective classroom management techniques for optimal learning in specific situations.*

   a. Justify the use which can be made of large group, small group, and personalized instruction from professional literature.

   b. Prepare a list of motivational strategies (consistent with culture and age of a designated student population) which can be used in place of aversive measures.

8. *Work effectively with paraprofessionals and other adults.*

   a. Prepare procedures by which professional and paraprofessional personnel can coordinate their efforts. Procedures should include the following:

      (1) Description of responsibilities and activities to be performed by each.

      (2) Schedule of time for planning and performance of duties.

      (3) Chain of responsibility for decision-making, approval, supervision, and information gathering.

9. *Identify and utilize available community resources in and outside the classroom.*

   a. Prepare a list of places, institutions, and personal resources in the community which can be utilized in a given instructional situation.

   b. Prepare a plan for the utilization of one of these resources. Plan should include the following:

      (1) Instructional objective to be achieved by utilizing the resource.

      (2) Procedures to be followed in making best use of the resource.

      Above plan should be evaluated in part by how well the resource serves the need of a bilingual/bicultural student population.

V. CURRICULUM UTILIZATION AND ADAPTATION

The teacher should demonstrate the ability to:

1. *Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria: (a) suitability to students' language proficiencies and cultural experiences; (b) provision and respect for linguistic and cultural diversity; (c) objectives, scope, and sequence of the materials in terms of content areas; and (d) students' reaction to materials.*

   Examine samples of instructional material recording the following information:

   a. Using the information gathered in II, 1 and 5, and III, 1 and 4, record the match or conflict between the students' language(s) and culture and the demands of the material. Comment on the difficulty a student would have with the material.

   b. Record the number of times the material presents data relative to linguistic or cultural diversity. Comment on the overall openness to such diversity.

   c. Comment on the appropriateness of the objectives, scope, and sequence of the materials to a multilingual, multicultural student population.

   d. Having taught a lesson using a section of the materials, comment on the student's reaction to it from the standpoint of interest, difficulty, and usefulness.

   The above responses can be critiqued by a supervisor or evaluator.

2. *Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom.*

   Submit either a list of existing and/or a potential list for ordering, the list to be evaluated by a supervisor.

VI. ASSESSMENT

General:

The teacher should demonstrate the ability to:

1. *Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner.*

   a. Using data gathered in points II, 1 and 5, and III, 1 and 4, examine two tests (aptitude or achievement) in use in schools, recording questions (or test items) which indicate cultural and/or linguistic bias.

   b. Examine the questions or items on three tests (aptitude or achievement) in use in schools. Comment on how open to cultural and linguistic variety the tests seem to be.

   c. Examine the set of objectives which serve as the foundation of one criterion-referenced test in mathematics or reading, commenting on how appropriate the objectives are for a multilingual/multicultural student population.

2. *Utilize continuous assessment as part of the learning process.*

   a. List a minimum of two standardized tests and three informal assessment measures which, used in combination, could serve for continuous assessment in one content area (language, reading, or mathematics) for one school year.

3. *Interpret diagnostic data for the purpose of prescribing instructional programs for the individual.*

   a. Using results from one assessment device, list what instructional prescriptions can be made for the class as a whole and for three individual students.

4. *Use assessment data as basis for program planning and implementation.*

   a. Using data from VI, 3 above, submit a plan for instruction, indicating priorities.

b. In an instance where existing assessment measures provide insufficient data to plan a program, recommend one or more assessment devices (formal or informal) which will give more information.

Language:

The teacher should demonstrate the ability to:

1. *Determine language dominance of the learner in various domains of language use -- oral and written.*

   a. List factors which should be considered in determining language dominance for both oral and written codes.

   b. Using language dominance testing procedures approved by the institution, record the results when applied to one classroom of students.

2. *Use assessment results to determine teaching strategies for each learner.*

   Citing actual result of assessment procedures as background, write one instructional prescription for each of three students with different needs (or at varying levels of language development).

3. *Identify areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language.*

   a. Using a fluency scale (such as the ones indicated by a standardized test, the Foreign Service Institute, or other institution), record specific areas and levels of students' ability to use the oral and written code of both their first and second language(s).

   b. Working in faculty teams (preferably from the same school or project), prepare a form on which proficiency levels can be recorded for each student in the program.

4. *Assess maintenance and extension levels of the learner's language(s).*

   Prepare an instructional prescription for one learner which details procedures for both reinforcing and maintaining existing language ability and extension of his/her language(s).

Content:

The teacher should demonstrate the ability to:

1. *Evaluate growth using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas utilizing the language of the home.*

Prepare a list of assessment procedures and instruments, justifying each item on the basis of what it will reveal about academic growth as a result of instruction in the language of the home.

2. *Assess accuracy and relevance of materials utilized in the classroom.*

   a. Using a set of instructional objectives, check off how many can be met using a given set of materials.

   b. Using data from assessment procedures (See VI, General, 4 above) to establish student need and program priorities, comment on how accurately and fully a given set of materials meets the determined need.

3. *Prepare tests to evaluate achievement of proposed objectives of instruction.*

   a. Prepare an assessment measure for each of a selected number of instructional objectives.

   b. Using a set of instructional objectives, either recommend a test or prepare one which measures achievement for 80% of the objectives.

Self:

The teacher should demonstrate the ability to identify and apply procedures for the assessment of:

1. *Own strengths and weaknesses as a bilingual teacher.*

   a. Working in faculty teams, preferably from one school or project, list the criteria to be used to evaluate the performance of teachers in bilingual/bicultural programs.

      The guidelines in the present document should serve as the basis of such selection together with measures to assess competence.

   b. Record individual performance against established criteria.

   c. Prepare a plan of action for self-improvement in areas of deficiency.

2. *Own value system as it relates to the learner, his behavior, and his background.*

   a. Using information gathered in III, 1, d and III, 3,c, comment on how such student patterns differ from the teacher's value system. The focus here is on the teacher's culture, using student information to indicate points of reference.

b. In instances where the teacher is from a different cultural/linguistic group from the students, and using data from III, 7, predict what conflict in value systems might cause interruption or conflict in the learning situation.

3. *The effectiveness of own teaching strategies.*

a. Using data from formal and/or informal pre- and post-test achievement measures, make a list of student needs which the teacher has been successful and has been unsuccessful in meeting.

b. Using information derived from observation by a supervisor or other professional, or from videotapes, compare teacher effectiveness against established criteria for teaching effectiveness.

VII. SCHOOL-COMMUNITY RELATIONS

The teacher should demonstrate the following competencies:

1. *Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his schoolhenvironment.*

a. Symbolic test. References for content of test might include such publications as those from the Civil Rights Commission.

b. Prepare a summary statement of need of schools to be sensitive to community as reflected in the news media.

2. *Acquire skills to facilitate the basic contacts and interaction between the learner's families and the school personnel.*

a. Conduct two successful interviews with parents outside school property, preferably in students' homes (if acceptable to the community).

Interview is to be evaluated on the basis of the candidate's ability to put parents at ease and gather information specific to the culture of the home.

b. Plan a meeting of parents and school personnel which will result in exchange of information. Plan should be evaluated on the basis of openness of invitation and announcements to receive input from the community.

3. *Demonstrate leadership in establishing home/community exchange of socio-cultural information which can enrich the learner's instructional activities.*

a. Plan for the utilization of information from an advisory committee, the members of which adequately represent the cultural/linguistic backgrounds of the students in the program.

b. Plan procedures to use resources from the community (sites, personnel, artifacts, information) in instructional activities.

4. *Acquire and develop skills in collecting culturally-relevant information and materials characteristic of both the historical and current life-styles of the learner's culture(s) that can serve both for curriculum contents and for instructional activities.*

   a. Prepare procedures for collecting and utilizing information and materials which are specific to learners' life-styles in instructional activities.

   b. Demonstrate a plan by which information and materials (mentioned above) can be chosen and critiqued forvalidity by members of the community (native informants of the culture) and experts in language/cultural diversity (linguists and ethnographers).

5. *Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learner's behaviors in the classroom.*

   a. Symbolic test on information gathered in the community or relevant literature about family structures and child-rearing practices.

   b. Working in faculty teams, prepare a list of observations made by members about child-rearing practices as a result of interviews or contacts with parents.

6. *To act as facilitator for enhancing the parents' roles, functions, and responsibilities in the school and community.*

   a. Demonstrate a plan for involving parents on advisory committees, as paraprofessionals, or as volunteer aides at school.

   b. Demonstrate a plan for involving parents who have worked with the schools (as professionals, paraprofessionals, or volunteers) as participants in discussions with the community.

   c. Demonstrate a plan for seeking input from parents to confirm or question cultural information gathered by the school about children.

7. *Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.*

   a. Demonstrate a plan for utilizing an advisory committee which is representative of the community to plan goals and activities for a given school program.

b. Plan a well-advertised open meeting for the purpose of allowing the community to critique or give input to a new school program.

8. *To plan for and provide the direct participation of the learner's family in the regular instructional programs and activities.*

a. Demonstrate procedures to conduct a conference with the parents of each learner. Plans should include special provision for language/cultural differences between teachers and parents, system for recording and utilizing results, and putting parents at ease.

b. Prepare an invitation to a parent-teacher conference in the language of the home.

VIII. SUPERVISED TEACHING

It is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.

1. Student teaching performance should be judged against criteria established by the certifying institution. For teachers being credentialed for bilingual-bicultural programs, criteria should be adopted for those programs generally following principles and procedures in this document.

2. Individuals or teams evaluating teaching performance and effectiveness should possess (or include) bilingual-bicultural competencies and background.

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Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education

The Guidelines which follow were developed at a conference sponsored by the Center for Applied Linguistics, August 5-6, 1974. The conference, which brought together specialists having considerable range of experience in bilingual education, was made possible by a grant from the U.S. Office of Education (Title V, EPDA).

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This statement, designed primarily to apply to teachers of bilingual-bicultural education in the United States of America, is intended to assist teacher certification agencies and educational institutions in the establishment of certification standards for bilingual-bicultural education teachers, and in the design and evaluation of bilingual-bicultural teacher education programs. The statement (1) describes the personal qualities and minimum professional competencies necessary for the successful teacher and (2) sets forth the guidelines considered essential in designing teacher training programs in bilingual-bicultural education.

INTRODUCTION

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act in 1968 helped bring about a major change in our educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supportng or mandating bilingual-bicultural education. Recent court decisions, including one by the Supreme Court, are giving added impetus to this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field. The following guidelines represent an attempt to meet this need.

Because of the great variation in educational institutions which might undertake to prepare teachers for bilingual-bicultural education programs these guidelines do not attempt to work out a set curriculum or to recommend a specific series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest.

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view. The development of the guidelines was made possible through a grant from the U.S. Office of Education (Title V, EPDA).

Although these guidelines are intended to be applicable primarily to teachers at the preservice level, they will also apply to teachers at the in-service level. One cardinal principle must be rigidly observed throughout, namely that the teacher of bilingual-bicultural education should have the same quality academic preparation as teachers of other subjects at comparable levels.

PERSONAL QUALITIES

The teacher of bilingual-bicultural education should have the following qualifications:

1. A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.

2. A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.

3. A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.

4. Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.

5. The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

The guidelines which follow are designed to meet these necessary qualifications and describe the various academic areas considered essential in teacher training programs in bilingual-bicultural education.

I. LANGUAGE PROFICIENCY

The teacher should demonstrate the ability to:

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.

2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

II. LINGUISTICS

The teacher should demonstrate the ability to:

1. Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.

2. Understand basic concepts regarding the nature of language.

3. Understand the nature of bilingualism and the process of becoming bilingual.

4. Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.

5. Identify and understand regional, social, and developmental varieties in the child's languages at the phonological, grammatical, and lexical levels.

6. Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.

7. Develop curricular activities to deal with areas of interference.

8. Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.

III. CULTURE

The teacher should demonstrate the ability to:

1. Respond positively to the diversity of behavior involved in crosscultural environments.

2. Develop awareness in the learner of the value of cultural diversity.

3. Prepare and assist children to interact successfully in a crosscultural setting.

4. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.

5. Assist children to maintain and extend identification with and pride in their culture.

6. Understand, appreciate, and incorporate into activities, materials and other aspects of the instructional environment:

a. The culture and history of the group's ancestry.

b. Contributions of group to history and culture of the United States.

c. Contemporary life style(s) of the group.

7. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.

8. Know the effects of cultural and socioeconomic variables on the student's learnings styles (cognitive and affective) and on the student's general level of development and socialization.

9. Use current research regarding the education of children in the U.S. from diverse linguistic and cultural backgrounds.

10. Understand the effects of socioeconomic and cultural factors on the learner and the educational program.

11. Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program.

IV. INSTRUCTIONAL METHODS

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as well as in English. To this end, the teacher is expected to demonstrate the following competencies:

1. Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.

2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including preschool, taking into consideration how differences in culture affect these and other learning variables.

3. Organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies and science, as a minimum, must be identified and applied in the learner's language(s).

4. Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely:

a. Formulation of realistic performance objectives and their assessment.

b. Inquiry/discovery strategies.

c. Individualized instruction.

d. Learning centers.

e. Uses of media and audio visual and materials.

f. Systems approaches to the teaching of reading and mathematic skills.

g. Team teaching and cross grouping.

h. Interaction analysis.

5. Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.

6. Utilize first and/or second-language technique in accordance with the learner's needs at various stages of the learning process.

7. Utilize effective classroom management techniques for optimal learning in specific situations.

8. Work effectively with paraprofessionals and other adults.

9. Identify and utilize available community resources in and outside the classroom.

V. CURRICULUM UTILIZATION AND ADAPTATION

The teacher should demonstrate the ability to:

1. Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:

a. Suitability to students' language proficiencies and cultural experiences.

b. Provision and respect for linguistic and cultural diversity.

c. Objectives, scope, and sequence of the materials in terms of content areas.

d. Students' reaction to materials.

2. Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-bicultural classroom.

VI. ASSESSMENT

General:

The teacher should demonstrate the ability to:

1. Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner.

2. Utilize continuous assessment as part of the learning process.

3. Interpret diagnostic data for the purpose of prescribing instructional programs for the individual.

4. Use assessment data as basis for program planning and implementations.

Language:

The teacher should demonstrate the ability to:

1. Determine language dominance of the learner in various domains of language use– oral and written.

2. Use assessment results to determine teaching strategies for each learner.

3. Identify areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language.

4. Assess maintenance and extension levels of the learner's language(s).

Content:

The teacher should demonstrate the ability to:

1. Evaluate growth, using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas, utilizing the language of the home.

2. Assess accuracy and relevance of materials utilized in the classroom.

3. Prepare tests to evaluate achievement of proposed objectives of instruction.

Self:

The teacher should demonstrate the ability to identify and apply procedures for the assessment of:

1. Own strengths and weaknesses as a bilingual teacher.

2. Own value system as it relates to the learner, his behavior, and his background.

3. The effectiveness of own teaching strategies.

VII. SCHOOL-COMMUNITY RELATIONS

Current trends in education have specifically identified the significant role of the community in the educational process. The knowledge that the community has goals and expectations creates for the schools the need to include, integrate and enhance those expectations into the regular school program.

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community. The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community.

The teacher should demonstrate the following competencies:

1. Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his school environment.

2. Acquire skills to facilitate the basic contacts and interaction between the learners' families and the school personnel.

3. Demonstrate leadership in establishing home/community exchange of sociocultural information which can enrich the learner's instructional activities.

4. Acquire, and develop, skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the learners' culture(s) that can serve both as curriculum contents and for instructional activities.

5. Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom.

6. Act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community.

7. Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.

8. To plan for and provide the direct participation of the learners' family in the regular instructional programs and activities.

VIII. SUPERVISED TEACHING

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual-bicultural classroom setting, it is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.

SECOND NATIONAL CONFERENCE OF EPDA BILINGUAL EDUCATION PROJECT DIRECTORS
PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL-BICULTURAL EDUCATION
Albuquerque, New Mexico
February 13 - 15, 1975

Agenda

Chairman: Rudolph C. Troike, Director, Center for Applied Linguistics

THURSDAY, FEBRUARY 13

8:30	REGISTRATION
9:00	OPENING REMARKS, The Honorable Jerry Apodaca, Governor of New Mexico
9:15-10:45	CULTURE Anita Pfeiffer, University of New Mexico Discussants: Wick Miller, University of Utah Henry Trueba, University of Illinois at Urbana
11:00-12:30	WORKING GROUPS
2:00-3:30	LANGUAGE PROFICIENCY AND LINGUISTICS George Blanco, University of Texas at Austin Discussants: Richard Light, SUNY/Albany Paul Platero, Massachusetts Institute of Technology
3:45-5:30	WORKING GROUPS
8:00-8:50	TECHNICAL ASSISTANCE FOR BILINGUAL EDUCATION John Molina, U.S. Office of Education
9:00	RECEPTION

FRIDAY, FEBRUARY 14

9:00-10:30	INSTRUCTIONAL METHODS AND SUPERVISED TEACHING Carmen Perez, SUNY/Albany Discussants: Patricia Baca de McNicholas, Denver Schools Ruth Bradley, Lafayette Parish (La.) Bilingual Program
10:45-12:30	WORKING GROUPS
2:00-3:30	CURRICULUM UTILIZATION AND ADAPTATION; ASSESSMENT Albar Peña, University of Texas, San Antonio Discussants: Bernard Spolsky, University of New Mexico Thomas Hopkins, Bureau of Indian Affairs
3:45-5:30	WORKING GROUPS
8:00-10:00	THE INFLUENCE OF CULTURE AND LANGUAGE ON THE EDUCATION PROCESS Wallace Lambert, McGill University

SATURDAY, FEBRUARY 15

8:30-9:30	SCHOOL-COMMUNITY RELATIONS Rosa Inclán, Dade County (Florida) Public Schools Discussants: George Woo, San Francisco State University Blossom Keeble, University of South Dakota
9:45-11:00	WORKING GROUPS
11:15-1:00	PRESENTATION OF WORKING GROUP REPORTS

SECOND NATIONAL CONFERENCE OF EPDA BILINGUAL EDUCATION PROJECT DIRECTORS
Albuquerque, New Mexico
February 13 - 15, 1975

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